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How Shall I Teach History ?

*The following is a partial list of colleges and schools into which
SHELDON'S GENERAL HISTORY has been introduced:—*

Waynesburg Coll.,	Penn.	Classical School, Poughkeepsie, N.Y.
Columbian Univ.,	Washington, D.C.	Worman's School, Troy, N.Y.
Univ. of N. C.,	Chapel Hill, N.C.	Miss Holbrook's Sch., Yonkers, N.Y.
Denison Univ.,	Granville, Ohio.	Misses Masters' Sch., Dobbs' Ferry, N. Y.
Baldwin Univ.,	Berea, Ohio.	Mrs. De Witt's Sch., Dobbs Ferry, N. Y.
Oberlin Coll.,	Oberlin, Ohio.	Forbes Class. School, Buffalo, N.Y.
Purdue Univ.,	La Fayette, Ind.	So. Jersey Inst., Bridgeton, N.J.
Moore's Hill Coll.,	Moore's Hill, Ind.	Jefferson Park Acad., Elizabeth, N.J.
Adrian Coll.,	Adrian, Mich.	Miss Gordon's Sch., Philadelphia, Pa.
No. Western Coll.,	Naperville, Ill.	Misses Bond's Sch., Baltimore, Md.
Chaddock Coll.,	Quincy, Ill.	Upperville School, Upperville, Va.
Wheaton Coll.,	Wheaton, Ill.	Polytechnic Inst., New Market, Va.
Central Univ.,	Richmond, Ky.	Bowling Green Seminary, Va.
Bellevue Coll.,	Colliersville, Tenn.	Mt. Vernon Sem., Washington, D.C.
Tabor Coll.,	Tabor, Iowa.	"The Cedars," Washington, D.C.
Avalon Coll.,	Avalon, Mo.	Male Academy, Garysburg, N.C.
Washington Univ.,	St. Louis, Mo.	Bennettsville Academy, S.C.
Drury Coll.,	Springfield, Mo.	Towle Institute, Mobile, Ala.
Willamette Univ.,	Salem, Oregon.	Clara Conway Inst. Memphis, Tenn.
Mansfield Coll.,	Mansfield, La.	Knoxville Female Inst., Tenn.
University of Dak.,	Vermillion, Dak.	Burritt School, Baton Rouge, La.
Yankton Coll.,	Yankton, Dak.	Mrs. Blake's Sch., New Orleans, La.
Univ. of Deseret, Salt Lake City, Utah.		Crockett Academy, Texas.
Plymouth Normal School, N.H.		Rhea's Mills Acad., Rhea's Mills, Tex.
Providence Normal School, R.I.		Masonic Institute, Lewisville, Tex.
Oswego Normal Sch., Oswego, N.Y.		Mary Institute, St. Louis, Mo.
State Normal School, Indiana, Pa.		State Reading Circle, Kansas.
State Normal School, California, Pa.		Stockton Academy, Stockton, Kan.
State Normal Sch., W. Liberty, W. Va.		Wesleyan Seminary, Danville, Ill.
Morris Normal School, Morris, Ill.		Anna Academy, Anna, Ill.
Oshkosh Normal School, Wis.		Westminster Sem., Fort Wayne, Ind.
Peru Normal School, Peru, Neb.		Jefferson Institute, Jefferson, Ohio.
Cooper Normal Coll., Daleville, Miss.		Worcester Acad., Vinita, Ind. Ter.
Houston Nor. Inst., Huntsville, Tex.		Mills Academy, Alameda, Cal.
C. T. R. U., Biddeford, Me.		High School, Brunswick, Me.
Mrs. Caswell's School, Portland, Me.		Biddeford High Sch., Biddeford, Me.
Vermont Acad., Saxton's River, Vt.		Chester High School, Chester, Vt.
Burr & Burton Sem., Manchester, Vt.		Milford High School, Milford, N. H.
Hopkins Acad., Hadley, Mass.		High School, Nayatt Point, R.I.
Lee Hall School, Lynn, Mass.		Ayer High School, Ayer, Mass.
Manning Acad., Ipswich, Mass.		Hinsdale High Sch., Hinsdale, Mass.
Worcester Acad., Worcester, Mass.		Norwood High Sch., Norwood, Mass.
Bromfield School, Harvard, Mass.		High Sch., Wellesley Hills, Mass.
"The Elms," Springfield, Mass.		Gloucester High School, Mass.
Morgan School, Clinton, Conn.		Needham High Sch., Needham, Mass.
Brooklyn Heights Sem., N. Y.		
Miss Mackie's Sch., Newburg, N.Y.		

For remainder of list see last inside page of cover.

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HOW SHALL I TEACH HISTORY?

By such an application of the Seminary Method as is suitable and practical for High Schools and Academies, as well as for Colleges.

What is the "Seminary Method?"

PROF. F. E. Schelling, of the University of Pennsylvania, in an article in the Philadelphia American says: "Perhaps it may not be impertinent to explain to our readers exactly what is meant by the Seminary method. Briefly, then, the Seminary is the laboratory, and the Seminary Method is no more than an extension of the laboratory system to a consideration of other subjects." As Prof. Foster, of Oberlin College, has well remarked: "No man is truly a student of any branch until he is an original student. He is never interested in a study till he begins to pursue it for himself by original methods." This is precisely what the Seminary contemplates; a well equipped laboratory in which the student may learn the use of his tools and where original research may be pursued under competent guidance.

How may the Seminary Method be most easily and successfully followed?

By studying "original sources" which are furnished, together with appropriate problems, by the works described below.

Studies in General History.

(1000 B.C. to 1880 A.D.) is An Application of the Scientific Method to the Teaching of History, by MARY D. SHELDON, formerly Prof. of History in Wellesley College, and recently Teacher of History in the Oswego Normal School, N. Y. Half leather. 572 pages. Price by mail, \$1.75; Introduction price, \$1.60. The Greek and Roman portion is bound by itself under the title:

Studies in Greek and Roman History;

Or, *Studies in General History*, from 1000 B.C. to 476 A.D. Cloth. 266 pages. Price by mail, \$1.10; Introduction price, \$1.00.

It is the object of this new text-book to give a collection of historic material, which may be dealt with at first-hand, as the pupil deals with the actual substance in Chemistry, the living plant in Botany, the genuine text in Literature, thus stimulating, not only memory, but observation, judgment, and inference. The material given consists of maps, pictures, lists of important events, men, works, and deeds, tables of political organizations, and extracts from original sources, including constitutions, creeds, laws, chronicles, and poems. It is accompanied by questions which are of the nature of problems, answers to which must be worked out by the pupil himself

from the given data. The book thus serves as a little historical laboratory or museum, in which the student may learn how to interpret the facts of society, and by means of which pupils who take nothing more than the ordinary course of history may obtain some of the benefits of that "*Seminary Method*," first employed in Germany, and now so rapidly superseding every other in our leading colleges.

By this method the student is compelled to do original work with original materials. Such original materials are often very difficult to find, and when found are inaccessible to any great number of pupils, besides being generally so bulky and confused as to require much time to select their really significant and instructive portions. To select these portions, and bring them within the limits, and place them in the relations demanded by the practical needs of the class-room, is one great aim of this work; the other is, to set such questions as will develop the historic meaning and connection of these materials, and at the same time call forth the native ability of the student to deal with social and political problems for himself. **It is a book to be studied, not read.**

The Teacher's Manual to Sheldon's Studies

in General History. 5¼ by 7½ inches. Cloth. x + 167 pages. Introduction price, 80 cents.

CONTAINS summaries of all the results expected to be attained by the students' work, together with suggestions as to class-room method, topics for examination and essay work, and more general and connected views of the subject than it would be wise to include in the students' edition. In the preface to the Manual, the author says:—

"In teaching history in higher grades, three points must always be in mind: first, to give each student independent work; next, to subject the results of solitary, individual thought to the freest criticism and discussion in the class-room; last of all, the accepted results of the collective labor must be arranged in compact and logical order, and stowed away in memory. By the solitary study of the individual, the mind gains power and originality; by the 'free lance in a free field' of class-room work, the mind gains courage, sharpness, speed, and generous temper; by the strict, close sifting of study and discussion, it gains concentration, clearness, and breadth.

"To render the advantages of this method of instruction available for large classes with limited libraries, and a limited course of his-

torical study, I have made these two books: the Student's edition contains the material and the problems for independent study; the Teacher's Manual contains the answers to these problems, embodied in tabulations, and a running commentary of text, which may serve as suggestive for the discussions and the summaries demanded by the class-room.

"As for the advantage of this method to the *teacher*, I can only say that I hope it will save him the tedium of the treadmill; that it will bring him day by day the living, sympathetic touch of youthful thought and feeling; and that, in time, the world may read with fairer, clearer meaning to himself."

What the best authorities say of the method adopted in this book:—

J. R. Seeley, *Regius Professor of History, Cambridge University, England.*

"Is history to keep its old form of a narrative, flowing uniformly, sonorous, and stately, or is it to be broken up into the scientific form of classifications and catalogues? Is it to be a story, or is it to be a problem? You know how I answer these questions; and it gives me much satisfaction to find that you answer them in the same way. You have taken the decisive step, and I hope you will persuade many of your countrymen and countrywomen to follow you. Till this step is taken, both in historical writing and historical teaching, I cannot imagine that history can be anything more than a delightful amusement. But I think you and those teachers who use your book, will get from it the much higher delight of feeling that you have given your pupils a real guide, a new science." — *March* II, 1886.

E. A. Freeman, *the Historian.*

"A political constitution is a specimen to be studied, classified, and labelled, as a building or an animal is studied, classified, and labelled by those to whom buildings or animals are objects of study."

Ephraim Emerton, *Professor of History, Harvard University.*

"Thus everywhere we see the conviction gaining ground that the method of practice is indeed the only effectual method. Laboratories in natural science, the "natural method" of learning language, instruc-

tion by topics instead of by text-books, — all these are parts of one movement towards a higher and more effectual standard of instruction. How does it stand now with history? Perhaps more than any other study, history has suffered, and is suffering, from that misconception I have alluded to, that it means only a dreary mass of facts, dates, and events, strung along like so many beads on a chain, and with no more distinction in value or meaning. It is the rarest thing to find a man who has any idea whatever about the materials of historical writing, or of the methods used in dealing with these materials. Even educated men are inclined to regard history as a collection of stories merely, more or less entertaining to read, but not having any really serious bearing upon the present active life of men. That there is a science of history, with its apparatus, its schools, its devotees, and its great results already reached, is an extremely unfamiliar fact.” — *Hall's Methods in History*.

Charles Kendall Adams, *Pres. of Cornell University (formerly Professor of History in Mich. University)*.

“The mere memorizing of dry facts and assertions affords no intellectual nourishment, while it is almost sure to create a distaste for historical study, and, perhaps, will even alienate the taste of the scholar forever. The first of all endeavors, therefore, should be to put life and action into what, as it stands, is a mere bundle of dry bones.

“This can be done in two ways. The information of the teacher may be used to illustrate what is set before the class as a lesson. Questions hinted at in the lesson may also be assigned the class for personal investigation. The first method will always be used to some extent by every efficient teacher; but it will not ordinarily be found sufficient. A far more helpful reliance is the method of personal research. The nature of the questions assigned must, of course, depend on the intelligence and advancement of the class. But even with a class of beginners, more is likely to be accomplished by assigning certain topics than by assigning certain lessons.” — *Hall's Methods in History*.

Herbert B. Adams, *Professor of History, Johns Hopkins University*.

“In teaching history, altogether too much stress has been laid, in many of our schools, upon mere forms of verbal expression in the text-book, as though historic truth consisted in the repetition of what some

author has said. It would be far better for the student to read the same story in several different forms, and then to give his own version. The latter process would be an independent historical view based upon a variety of evidence. The memorizing of "words, words" prevents the assimilation of facts, and clogs the mental processes of reflection and private judgment." — *Hall's Methods in History*.

Moses Coit Tyler, *Professor of American History in the Cornell University*.

"As I have students of all grades, so my methods of work include the recitation, the lecture, and the seminary. I have found it impossible by the two former to keep my students from settling into a merely passive attitude; it is only by the latter that I can get them into an attitude that is inquisitive, eager, critical, originating. My notion is that the lecturing must be reciprocal. As I lecture to them, so must they lecture to me.

"We are all students and all lecturers. The law of life with us is co-operation in the search after the truth of history." — *Hall's Methods in History*.

William F. Allen, *Professor of History, University of Wisconsin*.

"In the method which I have at last settled upon, my aim has been to get some of the benefits which students in the natural sciences acquire from work in laboratories. I would not be understood as claiming that this is original investigation, in any true sense of the term. Laboratory work in chemistry or physics is not original investigation, neither is the study of topics in history. The object, it must be remembered, is *education*, not historical investigation; and the object of the educational process is not merely to ascertain facts, but even more: to learn how to ascertain facts. For the student, as a piece of training, historians like Prescott and Bancroft may stand in the place of original authorities. To gather facts from them, really at second hand, has for the student much of the educational value of first-hand work. Of course, there is a difference in students, and the work done by some is of a much higher grade than that of others. For the best students it easily and frequently passes into the actual study of authorities at first hand." — *Hall's Methods in History*.

Many teachers, on examining Sheldon's History, and appreciating that its method differs radically from that of other textbooks, have raised questions as to the intention of the book, its practical excellence, and the manner in which it should be used. We subjoin the most important of these queries, adding what seem to us convincing answers, compiled from the opinions of leading authorities on methods of History study, from the descriptive statement of the author as to the intention of the work, and from the testimony of able teachers, who have successfully and repeatedly demonstrated its practical value.

Can this book be used successfully without a reference library?

“**YES.**” There is not a question in it which cannot be answered from the materials furnished in the way of fact or extract, *plus the pupil's intelligent labor and thought.* This last element must be brought from without. *It is especially adapted to help those students and teachers who are without access to large libraries, and contains within itself all that is absolutely necessary for the work required.* So far from the book's requiring a library to supplement it, unless the pupils have a good deal of time, the results will be clearer oftentimes *without* than *with* extra reading. When, however, books are accessible, the General History will serve as a guide to fresh ‘Studies’ which can be extended according to the resources at hand.

That the book will stimulate additional study, experience has abundantly proved. The pupils wish to read other books. Then, by all means, hasten to furnish them, and be thankful that your students are enough interested in the subject to ask for a book on *history*, or to take it from the public library, for this is not often the result of history teaching in the schools. A good historical atlas, like Labberton's, and a dictionary of biography, like Lippincott's, are needed. If opportunity offers beyond this, see our little pamphlet entitled “Aids to Teaching History.” We don't consider the possession of any books *imperative*, but at the same time, the more books and the more time the better.

A further excellent answer to this question may be found in a paper by I. B. Burgess, recently Teacher of History in the Rogers High School, Newport, now of the Boston Latin School. This paper, which was read before the Massachusetts Association of

Classical and High School Teachers, Boston, April 7, 1888, and was reprinted, with slight changes by the author, from the June, '88 number of *The Academy*, Syracuse, N. Y., may be obtained of us, free of charge. From this we extract the following:

"The idea of wide reading has been so constantly associated with historical investigation and thought, that many have come to feel that the *thought* is impossible without the *wide reading*. This is a mistake. One *must begin* by thinking about a *sentence*. A boy cannot read profitably many facts before he has learned to understand the meaning of a few. Too much prominence is given to the amount of reading secured in a course of history. It seems to be taken for granted that if reading is secured every thing is accomplished.

Do not misunderstand me. Wide reading must ultimately be a part of every liberal course in history, but it cannot come ordinarily at the beginning of that course, because then the pupil cannot digest it."

Is the Greek and Roman portion sufficient for preparation for College?

"IF we take the Harvard requirement in history as a standard, and this requirement is probably the most exacting, it is fair to say that while a boy can pass who is simply well furnished with bare external and unrelated facts, such as dates of battles, names of leaders, incidents in their lives, and summaries of laws and constitutions, yet a boy who has studied the characters of leaders, the characteristics of national life, and the causes and results of wars, would be more likely to do so. The number of facts, dates and names required by the examination is not large, considerably less in amount than five years ago. Prof. Macvane, who has charge of this requirement, writes: 'We wished to leave the choice of a manual with the teacher, and to name the selections for reading as part of the course, to be demanded of everybody. We believe that the better students would find this method no harder than the narrow study of a manual, and vastly more instructive. We hope to get the help of the teachers in making the school courses of history real bits of historical study, so far as they go.' The only possible difficulty for a boy who knows his Sheldon would arise in the matter of geographical names and dates. It would be well to have a boy insert in his book occasionally

a date or name not given, but the number of these names and dates need not be large. For all the other questions which are given the answers of a boy drilled in Sheldon would be more intelligent than those of a boy drilled in an ordinary text-book."

C. K. Adams, President and Prof. of History, Cornell University, writes: "In answer to your inquiries I beg to say, that the portion of Sheldon's General History devoted to ancient history will be accepted by us from applicants for admission to this University."

Can a book on this plan cover as much ground as the ordinary General History?

IN preparing a list of examination questions on Greek and Roman History to be answered either from Sheldon's or Swinton's text-book, it was discovered that a much larger list could have been made from the Sheldon alone. Conspicuous instances are,—the age of Pericles, the Constitutional history of both Greece and Rome, and the history of Imperial Rome.

Does not Sheldon take more time than other books?

WE quote further from Mr. Burgess:
"As to the time required for the course in Sheldon's Greek and Roman History; the average number of recitations given in the twelve schools I have mentioned, one hundred, would be rather scanty if they are like mine, only forty-five minutes long. There are thirty-one studies in Greek history, and twenty-three in Roman, up to the Empire—fifty-four in all. I find that we average about two-thirds of a study to a recitation, and therefore require about eighty recitations of advance work to cover the ground. With one hundred and twenty recitations with a class during the year before the preliminary examination, the ground of Sheldon could be covered, and one of the three recommended authors for reading in the Harvard catalogue read and discussed."

Can the book be used with large classes?

THIS is a more serious question. In our opinion, *no* recitation in history should be given with a class larger than thirty. The most desirable results by any method,—save the pure lecture,—can be obtained with classes of between twenty and thirty.

But we do not see that any objections would apply to using this book with a larger class which would not apply equally well to using any other.

But cannot the method of teaching which this book inculcates be followed without a text-book or with some other text-book?

We quote from leading teachers :

“IN following out this method I use Miss Sheldon’s Greek and Roman History, because it is the *only* book adapted to it, and I feel the need of a book. Boys need that definiteness of instruction which only a book can give. The talk of the teacher is soon forgotten, but the book is always at hand to be brooded over. There are many specimens of ancient life which it is practically impossible to get before the minds of the pupils without printer’s ink constantly before the eyes of all. There is ample room for a teacher’s guidance and inspiration in using the Sheldon.”

“It furnishes material without which no *proper* teaching of history is possible, but which, hitherto, has *been found only* in the larger libraries.”

“*No work but this* successfully calls into play any other faculty than that of memory. Any one who has learned how to study history, and has felt the impotency of the present text-books in that direction, will welcome this timely production.”

“It is certainly a new, and, it seems to me, an excellent method of teaching the subject. It teaches scholars to think as well as commit,—a point that *cannot be claimed by any other history*.”

I think *no book on history* has ever yet been in use in the public schools that can compare with it.”

“It is the *only* book that I know of claiming to be a text-book on general history which I feel quite ready to place in the hands of a class without qualification. All others are so brief and so tedious, that they seemed designed to hinder and not to promote knowledge of the truth sought. Once more, this seems to me to be good because it has not neglected any means to the end in view. It has aimed to teach students to think, but it has not forgotten, also, to present the main substance of history, and so has given one of the best means to secure the main end held in view—education. I have long wished

that we could have in our schools a book with a common-sense method. When I talked with publishers about a true text-book, and not a dreary outline, I was told that such a book would not sell. Teachers, it was said, need a book to do their work for them. Sheldon's History means a revolution in history-teaching. It will not do all the work of the teacher; it will help, and this, too, in an admirable way. It will help by stimulating both teachers and pupils to thought and investigation."

"I find it a *unique* book. It gives an insight into the making of history as no other book of my acquaintance does."

"I like it better than any I have ever used or ever seen; I shall *not be satisfied in future to use any other text-book.*"

"This book is the *only one* which dares reveal clearly the sources of its preparation, and it preserves something besides mere dates; it reveals the very soul of history,—the springs of thought which have led to great social movements."

What is the difference between Sheldon and other books?

“WE have been repeatedly told that books on history are too much devoted to details of battles and sieges, and have been promised better things, yet Cox, in ‘the best short history of Greece,’ according to Stanley Hall’s book on history, gives over one-fourth of his space to the Peloponnesian War, exclusive of the space devoted to its causes and results, and Smith, in his shorter history, gives over one-seventh. Miss Sheldon gives fully its causes and results, but only a fraction of a page of its details. Smith tells the pupil that “the funeral oration of Pericles is a valuable monument of eloquence and patriotism, and particularly interesting for the sketch which it contains of the Athenian manners, as well as of the Athenian constitution,” but gives not a word of it. Miss Sheldon gives a page and a half of this ‘valuable and interesting’ oration, and sets pupils at work studying the picture of the Athenian manners and constitution which it contains.

To make clearer the difference of method, let us compare the account of the battle of Cannae in Miss Sheldon’s book with that in Leighton’s book, for instance,—a book that has many excellences. Leighton gives about two pages and a half to the battle; one half

page of this space is given to a genealogy of Paulus, a page to a plan of Cannae, the order of the battle and its details. The exact number of men engaged is put down, and the exact loss in each branch of the Roman service is given.

Miss Sheldon's treatment includes a page of extracts largely translated from Livy. Then come the questions on these passages; they are in part as follows: What characteristics of Rome appear when she receives news of the defeat? What fault in Roman organization is plainly shown at Cannae? What Roman magistrate was needed at such a crisis? Why?

You will notice that the emphasis is laid not upon the details of the battle, which the pupil does not need and cannot long remember, but upon two points of supreme importance in Roman government and character, and that several questions are supplied which call for earnest thought upon the facts stated.

These facts and questions I assign to my class. They come before me with answers of greater or less merit written on slips of paper. When going over advance work I allow them to read these answers. We discuss them fully. One boy gives one characteristic of the Romans, a second gives another or modifies the answer just given. Frequently a complete answer is given without any help from me. Often I add to or modify my own notes from answers given in the class. When I help it is generally in the way of suggesting an unobserved fact, correcting a misused word, explaining the meaning of a question, completing an answer, or showing the relation of the idea being discussed to our own time and country. It is understood that in the review the answers will be in the memory and complete, and that they will also be neatly copied into a blank-book kept for the purpose. The answers in these books show, generally, that diversity and individuality, which is always desirable as indicating real work. In naming qualities and in making answers concise yet complete, valuable practice is secured in language as well as in thought. It must be remembered, of course, that the few facts given in Sheldon in the summaries of events must be very rigidly required *in toto*. It will not do to take them up in the general way which is permissible in a book like Leighton. The facts which Miss Sheldon presents for observation are, so far as I can judge from my other information and especially from a somewhat careful reading of Mommsen, true, well arranged, and representative when she intends them to be so."

What are the most valuable points in Sheldon's plan?

“ALMOST exclusive attention to the facts which are essential to the comprehension of the life and development of the period studied.

The study of *primitive* facts, such as maps, pictures of Greek and Roman works, speeches and writings of Greeks and Romans.

The use of questions about these facts which require not the simple repetition of them, but the gathering and comparison of different facts, and the drawing of inferences from them by the pupil himself.

The questions require a thorough knowledge of the material for thought which the book contains, an elementary knowledge of geography, United States History and current events, the constant use of an unabridged dictionary, and nothing else except thought.

It is, however, the thought work required by the Sheldon that should be valued most highly. The ability to interpret a few facts is worth more than knowledge of many. Much as we need wide readers, we need thinkers more.”

Do the leading teachers of History believe in the methods of this book?

THE following pages of this pamphlet should be a sufficient reply. In addition to those using it as a class-book, from two to three thousand others are using a single copy as a help to the successful use of the old books and methods. These also write: “We find the Sheldon most helpful and stimulating.” How much more helpful and stimulating the book would prove in the hands of pupils the following testimonials from experienced teachers will show.

Sheldon is emphatically “a book to be studied, not read.” For the teacher it is a mine of suggestion and inspiration, and furnishes that substantial aid which results from increased interest on the part of the classes. It arouses constant enthusiasm, stimulates a love for the study of history, and encourages originality together with definite, intelligent habits of thought. Its rich collection of “history material,” its clear analyses, and searching questions provide a wealth of information, an opportunity for thought, and an incentive to study which render the book indispensable alike to both teacher and pupils.

When a book so satisfactory in its method as **SHELDON'S HISTORY** is found even more satisfactory in the class-room, (as may be learned from the following opinions of those using the book), it is good evidence that it is to grow into a much wider use; and when in use, is to do more for the improvement of historical study than any book yet published.

DO THE COLLEGES LIKE IT?

George S. Innes, *Prof. of History, Hamline Univ., Minn.*: The class last year did very good work with "Sheldon's History." Would have doubtless done better had I had the teacher's manual earlier. I was especially gratified, at the examination at close of first term, to find my class could state so clearly the growth of the constitution, the relation of orders, all the deeper facts in the growth of the Roman people. I expect now to use it more extensively as soon as the course of study is rearranged. (March 11, 1889.)

Helen E. Martin, *Teacher of History, Tabor Coll., Ia.*: I am very much pleased with Sheldon's History. The great trouble is that the hour is too short for the discussions that naturally arise. (March 11, 1889.)

G. P. Jenkins, *Moore's Hill Coll., Ind.*: We are using "Sheldon's Ancient History" for the second year and do not think of changing text-books on this subject. We consider it the best we have tried. (March 13, 1889.)

Mrs. N. C. Knickerbocker, *Prof. of History and Eng. Lit., North Western College, Naperville, Ill.*: I am glad to be able truthfully to testify as to the merits of Sheldon's History. I have taught History through the works of many authors, having taught for over thirty years, and can say that the book gives to the old teacher a new horizon. The book gives a

delightful impetus to all the powers of mind. I decided at one time, because of the inequality of preparation to lay it aside, did so protestingly but for our course of the study. I was conscious of a great loss of mental growth. We resumed it, use it two terms in the year, and comparatively the third year. Next year shall use it the entire year. The students are, perhaps with no exception, delighted with it. No other history so charms, nor does any other yield such discipline. (March 11, 1889.)

U. Merriam, *Washburn Coll., Topeka, Kan.*: For three years I have used Sheldon's Outline of the History of Greece and Rome in our Preparatory School, with satisfactory results. It is well calculated to stimulate both teacher and students to earnest work. (March 12, 1889.)

Prof. Chas. Woodward Hutson, *Mississippi Univ.*: I think Sheldon's General History an admirable book both in design and execution. The year I used it, I was well satisfied with the results of class work. My only reason for not continuing to use it as a text-book, is that I prefer changing my text-book from year to year. But I make great use of the methods employed in that work, and I still find very useful to me, in arranging topics for original investigation by the class, the well-digested Teachers' Manual which you kindly sent me some years ago. (March 11, 1889.)

E. R. Long, *Chair of History, Arkansas College, Batesville, Ark.*: The questions given in some of the Exercises are regarded as very suggestive, and calculated to bring out the *reasoning* power of the student in a subject which many seem to regard as more generally requiring the use of *memory*, to a greater degree, than any other part of the mental machinery. We like this feature very much. (March 15, 1889.)

A. W. Mangum, *Professor of History, University of N. C.*: Having used Sheldon's General History with one class, I state with confidence that where all the requisites for reading and study, as to both reference books and time for using them, exist, the book will be found exceptionally useful, and will guide students to extraordinary attainments in history. (March 14, 1889.)

Melville B. Anderson, when *Prof. of Literature and History, Purdue Univ., Lafayette, Ind.*: I have been using the book with much profit and satisfaction all round, since last September. In a few weeks I shall start a mid-year class of forty-five. (Jan. 12, 1887.)

C. E. Wilbur, *Prof. of History, Adrian Coll., Adrian, Mich.*: I am pleased with the success I have had with the book. I tried it as an experiment, but shall continue to use it. I consider its special value to be in the fact that it puts the student in contact with the sources of history. I consider it also as effective in mental drill as a course in mathematics or classics. I hope the book may have an extensive use. (April 7, 1887.)

C. E. Wilbur, *Prof. of History, Adrian Coll., Mich.*: I am now using Sheldon's History for the second year with satisfaction. (March 27, 1888.)

Miss M. A. Harris, *Prof. of History and Literature, Waynesburg Coll., Pa.*: I have never had such satisfactory results in teaching history as I find this year with Sheldon for my text-book.

Our college attendance is mainly made up of young men and women who are dependent on their own exertions for means of support through their college course. No more earnest or appreciative class of students could be imagined, nor one more thoroughly practical in its tests. They have shown exceptional interest in this new method of learning the lessons of history, and the only adverse criticism comes from a lamb of the flock, who doubtfully says: "This is harder than the history we used last year. It makes one *think* so much." (April 6, 1887.)

J. R. Herrick, *Prof. of History, Univ., Vermillion, Dak.*: The new method of history has been tried with success in our university. I find that the facts themselves are well retained; while, as a result of the method, valuable lessons are learned, and the student's independent historical judgment is developed. (April 7, 1887.)

J. J. Shenk, *Teacher of History, Polytechnic Inst., New Market, Va.*: I have been conducting a class in the book since Jan. 15, 1887. The plan of the work is novel, and good results may be expected from its study. (April 6, 1887.)

N. C. English, *Asst. Prof. of History, Trinity College, N. C.*: I have been using Sheldon's Outlines of History in my classes during the past year, and the results have been very satisfactory.

As a *text-book*—essential outlines and historical dates necessary to the student of history—it has no superior, in my judgment.

The *facts* and *philosophy* of history can be presented so attractively, by the proper manipulation of this book in the hands of a *teacher*, as to inspire in the pupil a love for the study of *dead* nations and individuals through a *living* method.
(March 14, 1889.)

John F. Crowell, *Pres. and Prof. of Political Economy, History and International Law, Trinity Coll., N. C.*: I beg to say that until we introduced Sheldon's General History into our classes, using it as an outline, supplemented by a great deal of parallel reading in the larger works of Gibbon, Curtius, Mommsen, Macaulay, and others, we had never been able to prepare our students adequately to take up the studies of the Constitutional History of England and United States, or the study of the political history of any people. With Sheldon's Outlines we have reached a degree of ability, on the part of our students, to discuss, reason and discriminate, that is decidedly gratifying to them and us alike. In comparison with previous classes, the result is astonishing.

It is my opinion that there is no better book to use in training the preparatory student, to succeed in the historical studies of the College course, as well as to give him a vital appreciation of what history is, and what it teaches. It is eminently a history of human life, not of one or more phases of it. The secret of its interest lies there, since we are ourselves part of what we study—*must* study in this admirable book.

Of course, this presumes that the book be put in the hands of competent teachers.
(March 21, 1889.)

C. A. Leonard, *Prof. of History, Central Univ., Richmond, Ky.*: I am securing the very best results with the book

—far better than my most sanguine hopes ever led me to expect. I examined the class to-day on the work gone over, and found them quite ready in their answers, and, above all, possessing a good, correct understanding of the subject-matter. I am glad such a book has been written. It is destined to revolutionize the study of general history and make pupils think for themselves.

P. S.—I should have spoken of the searching character of the questions in each "study." They are simply wonderful. In the first place, they show a most profound knowledge of the subject on the part of the author, something that always gives a student confidence in a book; and, secondly, they do not imply or suggest the answers, but require a thorough search, and make the students, if anything, original and philosophical historians. Nothing could be better. You may use my name in unqualified commendation of the book. (Jan. 15, 1889.)

W. H. Fisher, *Teacher of History, Wheaton Coll., Wheaton Ill.*: We are using it the second year, with success. It can, however, hardly be said to receive a fair test here, for the course allows only thirteen weeks for general history, and it is difficult to go through so much material in that time. (March 28, 1889.)

Abbie E. Cushman, *Teacher of History, Whitman Coll., Walla Walla, Wash. Ter.*: I cannot express to you my appreciation of the book. My ancient history class has never before done such satisfactory work. (Feb. 4, 1888.)

Helen E. Martin, *Teacher of History, Tabor Coll., Ia.*: I am sure I have never had better work from a class in general history. They have gained a practical knowledge of books which they would get in no other way. (April 1, 1889.)

Melville B. Anderson, Prof. State Univ. of Iowa, Iowa City, Iowa.: In reply to your request for a statement of my experience with Sheldon's General History, I may say that I used it only for the one year at Purdue University. Had I continued to teach history I should doubtless have clung to Sheldon, for my experience with it in the class-room served but to deepen the favorable opinion with which I began its use. I make this an observation; Sheldon calls for more intelligence on the part of the teacher than the ordinary text-book. If, from the standpoint of the public school, this be a drawback, it is, I think, more than offset by the circumstance that Sheldon gives the intelligent teacher a method and an incentive to research which the ordinary text-books do not give.

You may make any use of this note that may in any way promote the adoption of this admirable work. (April 6, 1889.)

C. E. Wilbur, Prof. of History, Adrian Coll., Adrian, Mich.: It gives me pleasure to speak words of commendation for Sheldon's General History. I have used the work three years, and it gives entire satisfaction. The work is written from a fullness of knowledge, and involves a philosophy of history as well as the leading facts. It also gives fine mental drill. Students cannot study it without thinking for themselves. For this it is better than a course of mathematics. I wish the book abundant success. (April 16, 1889.)

M. A. Harris, Teacher of History, Waynesburg Coll., Pa.: I can most cordially commend Sheldon's History, having used it for three years with the most gratifying results. Surely nothing further could be asked of a text-book than that students, from its study, should grow to a

personal interest in its subject.

I learn from my pupils of the past two years, that they are now buying and reading with enthusiasm such books as the works of Gibbon, Macaulay, Hallam and Draper. (April 13, 1889.)

H. H. Swain, Prof. of History, Yankton Coll., Yankton, Dak.: I have been using Sheldon's Studies in General History with preparatory classes during the current year, and already find results so much more satisfactory than ever before, that I regret that previous classes have not the opportunity to review the course with this text-book in hand. The kind of work required in the use of this book is the only kind which deserves the name of historical study. Hitherto, however, the materials for such study have been largely inaccessible. The time which a teacher, even with an immense library at hand, must spend in directing half a dozen pupils to such materials and references as they can consult in the preparation of the daily lesson, is sufficient for doing far more profitable work with thirty scholars in the study of general history with Sheldon's Studies. (March 19, 1889.)

Eloise Wickard, Prof. of English, Colorado Coll.: I am pleased to confirm my admiration for this book. I have used it with much success. (April 11, 1889.)

Ellen Martin, Mistress of History, Miss. Industrial Institute and College, Columbia, Miss.: Your letter is received asking my opinion of Sheldon's General History. I think it is one of the freshest, most original, suggestive, and interesting ones I have ever used. I like its being so largely made up of excerpts from contemporaneous writers; the translations are apt and sparkling. As is said of paintings, there is life and motion throughout. It is free from the dead platitudes of older histories

and is extremely stimulating to original research,—the truest method of knowing and improving. (April 17, 1889.)

Helen M. Scoville, *Teacher of History, Mills Sem. and Coll., Cal.*: I am very happy to say that my experience in using the Sheldon's History has been such that I can commend it most cordially. I should not know how to get on without it now.

It supplies a long felt need and renders practicable much that has existed in theory only, hitherto, in limited courses of study. (March 31, 1889.)

Geo. L. Burr, *Asst. Prof. of History, Cornell Univ., Ithaca, N. Y.*: I take pleasure in answering your questions as to whether Sheldon's General History gives a sufficient preparation for admission to the University. To my own classes I would welcome more gladly a student who had mastered the method of this work than one who knew by heart a half dozen narrative text-books. So highly do I think of it, indeed, that, despite its elementary character, I have seriously thought of introducing it into my college classes.

It may be that questions are asked upon our examination papers which a student trained in this book alone could not answer. But the intelligence shown in the remainder of his paper would, I am convinced, far more than outweigh any such omissions; and, could we know that our candidates for admission had undergone such a drill as this book gives, we would but too gladly suit our questions to the riper scholarships that it begets. (April 29, 1889.)

Prof. H. S. White, *Cornell Univ., Ithaca, N. Y.*: I have been much interested in examining Mrs. Barnes's Studies in General History, and only wish

that the portion devoted to modern history might be largely expanded into a volume by itself. The method is so satisfactory a one, in presenting the materials for study, that one naturally desires as great detail as possible. I shall be glad to recommend the work to the class in modern history next term as one of the valuable books of reference in connection with their work in that field. President Adams has already cordially referred his class in medieval history to it.

Austin Scott, *Prof. of History Rutgers Coll., New Brunswick, N. J.*: I think it one of the best exponents of the newer methods in history, and I know no better text-book for use in higher schools and academies. (April 20, 1889.)

Arthur Yager, *Prof. of History, Georgetown Coll., Ky.*: I have used the book in two large history classes for some three years. I like it very much thus far. (April 25, 1889.)

T. M. MacNair, *Meiji Gakuin, Tokio, Japan*: I am greatly pleased with Mrs. Sheldon Barnes's History, using it with one class experimentally, quickly determining a larger use as my order indicates. At my instance it is used also in one of the female mission schools of Tokio, and, as I believe I wrote you, will probably earn its way into another — Miss West's (Oct. 7, 1887.)

T. M. MacNair, *Meiji Gakuin, Tokio, Japan*: Sheldon's Universal History continues to prove in my experience a most suitable text-book for class work here. It is a very good test, I think, of its excellence that it rouses a truly "seminary" interest in historical study in spite of the foreign language difficulties that attend it, and the fact that most of the students using it are still young. (May 18, 1888.)

DOES IT SATISFY NORMAL SCHOOLS?

Frances W. Lewis, *Teacher of History, State Normal School, Providence, R. I.*: It gives me pleasure to do anything in my power to extend the use of Sheldon's History. I have used it now for several years and think it the best book on the subject that I have seen. It makes the study of history what it should be, a mental and moral development. It stimulates thought, and gives breadth of view, and by its suggested comparisons of governments, enables pupils to form for themselves sound opinions on questions of government.

I most heartily recommend to all who wish pupils to think rather than to memorize in the study of history.
(*March 11, 1889.*)

Caroline L. G. Scales, *Teacher of History, Normal School, Oswego, N. Y.*: I have used Miss Sheldon's History with three successive classes. To use any other text-book now would seem to me as dreadfully impossible as to banish leaves, flowers, buds, and germinating seeds from my schoolroom, and set my pupils to memorizing the pages of a botanical text-book. For there is exactly the same difference between the methods of this history and that of any other as yet prepared for school use, that there is between the methods of natural science popularized by Agassiz and the old-time memorizing of printed facts about natural objects. In the one case, we study the realities and sharpen our wits by reasoning about them; in the other, we cram our memories with the facts other people's wits have furnished us. It seems to me this new departure in historical text-books is destined to revolutionize the method of teaching history in our schools as thoroughly as the

new methods in science are revolutionizing that department. If it does not do so at once, it will be because people in general do not yet see that there are historical realities,—laws, constitutions, creeds, etc., which may be—which *must* be—studied in the same way that a boy or a morning-glory is. I have but one fault to find with this book,—it is too interesting. So much thought is awakened in the pupils, so many lively discussions, so many searching questions are asked by them, that the time for the recitation always seems painfully insufficient.
(*April 14, 1887.*)

Theo. B. Noss, *Prin. of State Normal School, California, Pa.*: The Method of Sheldon's General History is based on correct educational principles. The student instead of merely conning events, becomes an independent observer of the character and genius of ancient and modern social and political life. We are using the book and like it thoroughly.
(*March 11, 1889.*)

Jane E. Leonard, *Teacher of History, State Normal School, Indiana, Pa.*: I have used it in my class since the first pages came from the press, and I never used a book in my life which so fully met my idea of what a text-book should be,—a book which does not do the thinking for the pupil, but which furnishes him with material by which he can form judgments, make comparisons, and reach conclusions for himself.

History taught in the manner indicated by this book becomes indeed an educative force.
(*Feb. 2, 1886.*)

Grace Darling, *Teacher of History, State Normal School, Oshkosh, Wis.*: In reply I am glad to state that Sheldon's

General History is eminently adapted to our work in Normal Schools. It places the student in the position of an investigator, arouses independent thought and causes him to conceive of historical investigation as a field in which there is a far higher ideal to attain than that of mere memorizing of another's thought. The excellent selection of questions has aroused the ambition of the pupil to be a critic and investigator of the knowledge of his classmates. (March 11, 1889.)

Tom F. McBeath, *Prin. of Cooper Normal School, Daleville, Miss.*: Your favor of recent date, inquiring as to the

working of Sheldon's General History in the classroom, received. In answer permit me to say that in all my teaching of history, I have never seen anything to compare to it, in the way of a text-book, for arousing a genuine interest in the study, developing power of independent thought, and cultivating a taste for the higher order of literature. We have a fine reference library of some thousand volumes. Now imagine a buckwheat field in full bloom in the vicinity of an apiary, and you will have some idea of the appearance of our library when the hour for preparing history lesson comes. (March 13, 1889.)

HIGH SCHOOLS USE IT SUCCESSFULLY.

H. D. Foster, *Worcester Acad., Worcester, Mass.*: I am now using Sheldon's General History for the fourth year, and have found it very valuable and helpful, and almost indispensable in my work with a class in the second year of the English Course, using it in connection with Swinton's History. First, let me state some of the good qualities of the book. It is made on the right idea, that of stimulating pupils to think, and to assimilate and apply historical facts. This I have found it successful in doing. Its selections from original sources create an actual interest in the real thought and lives of men of history, and give the pupil a vivid and truthful conception of the real life of the past. For example: the selection on pages 105 and 107 for the high ideas controlling and inspiring Athens. Pages 107 and 110, the spirit of Socrates. Pages 180-182, the spirit of corruption animating the Roman provincial system in the time of Cicero. Page 245, the spirit of early hermits. Pages 269 and 270, the life in the monasteries. Pupils find the

"Studies" sometimes quite difficult, but they are stimulated by them to think about things before coming into recitation.

I find the Teacher's Manual very suggestive in its summaries. On page 64 of the Teacher's Manual I have found the summary of the contrast between the Roman Empire and the Christian Church noticeably helpful in bringing into sharply defined pictures the characteristics of these two organizations. If I were to criticise the book, I should say that the teacher would find it necessary to supplement it with a continuous narrative, or with some additional matter, with a class which had not had a course previously in general history. To handle the book successfully and leave the student, with well defined, correct and firmly fixed ideas, calls for more than usual care and wisdom and will on the part of the teacher.

During the last part of last year I asked my class to leave on my desk, at a time when I was not present, *unsigned* statements of what they felt they had learned in the study of general history for the

year, with their idea of the method used in the class, so far as they had thought in regard to any methods being used. Every member handed in a paper, many of them in an attempt at a disguised hand. I asked for honest, frank statements of what they had learned and of what they had failed to learn. I think the statements were honest and frank, and as they may prove of interest in giving the student's idea of the book, I send them to you as "original sources of information" as to a student's appreciation of Sheldon.

(These papers will be found further on in this circular under the heading "What the pupils think of this method.")

A. W. Bacheler, *Prin. of High School, Gloucester, Mass.*: The General History by Miss Sheldon, has been in use in this school for two years. It is a most wretched book—for the lazy teacher. It is a most inspiring book for that other fellow who believes that teaching means something more than drawing the week's salary. The history has helped revolutionize our whole system of history teaching, and I owe the author a debt which I would fain pay if I could. (April 13, 1889.)

Mabel R. Wing, *Assistant in High School, Wellesley Hills, Mass.*: I find that the method used in this book is practical and successful in arousing an interest in the usually dead facts of history. We are enjoying the book I bought for my own use, and have found it advisable to buy copies of it for the class. (Jan. 17, 1888.)

Mabel R. Wing, *Teacher of History in High School, Wellesley Hills, Mass.*: After a year's trial of Sheldon's General History, I can heartily recommend it as the best text-book of the kind. I find it is teaching my boys and girls to think, and to express their thoughts

clearly. With it I use Swinton for connected narrative, and find this a satisfactory combination. Indeed, the introduction of Sheldon was the means of saving a history class which had nearly lost all interest in the study.

I feel sure it has only to be tried in order to be approved. (March 11, 1889.)

Harold C. Childs, *Prin. of Needham High School, Needham, Mass.*: Our school has used Sheldon's Studies for two years and we think it is the best book for history study in a high school. The pupil must study and think, and not memorize simply, if he uses this book. He is aroused to consult other books, and draw conclusions as well as watch history as it is forming around him. (March 16, 1889.)

N. Louis Sheldon, *Prin. of High School, Norwood, Mass.*: Sheldon's General History is on the right plan, and needs only to be introduced to make historical study interesting, popular, and profitable. Our pupils like history, which is something they have never admitted before.

We have now used the book about a year and are more pleased with it every day. (March 15, 1889.)

Alice E. Dickinson, *Teacher of History, Hopkins Academy, Hadley, Mass.*: Having used Sheldon's General History in two schools—Hinsdale High School and Hopkins Academy—I can say without reserve that I have never found any other text-book upon any subject so satisfactory. Its "working qualities in the class room" are everything that can be desired. (March 11, 1889.)

Miss Porter, *"The Elms," Springfield, Mass.*: I cannot too cordially express my satisfaction with Sheldon's General History. It has now been in constant

use in my school for nearly three years, and no text-book that I have ever employed has proved so suggestive and stimulating to both teacher and pupil. Its method of furnishing to the student only the collected materials with which the historian has to work, and teaching him to draw from them his own conclusions, gives a zest and interest to his study, akin to that of the original investigator. My pupils have repeatedly told me that the habits of critical thought and research suggested by the questions, have helped them in all their other school work.

You may, perhaps, be interested to learn, if the fact has escaped your notice, that Sheldon's History is one of the books suggested in the Vassar catalogue for preparation for entrance to that college. (March 15, 1889.)

George H. Rockwood, *Prin. of Marlboro High School, Marlboro, Mass.*: It seems to me especially adapted to awaken thought and interest upon the part of both pupil and teacher, and to open the way for real teaching of the science of history. (March 28, 1889.)

Isabelle H. Fitz, *Teacher of History, High School, Groton, Mass.*: We have been using Sheldon's Outlines of General History for three years and I have found no occasion to alter my first favorable opinion of it. I have a class at the present time who, without exception, are interested in its study. In connection with it, I use all the reference books at my command and each student keeps a note-book.

I should not anticipate my work so much, were another text-book employed. (April 12, 1889.)

Chas. Henry Douglas, *Teacher of History, Keene High School, N. H.*: Sheldon's General History stands the test

of the class-room. It teaches history not as a system of chronology, but as a vivid presentation of *life*, political and social. The book in the hands of a mere "hearer of recitations" would be a failure, but for the use of real *teachers* it is without a peer. It develops the historic perception and the deductive reason. It gives greater prominence to the investigation of cause and effect and of ruling principles than to the memorizing of isolated facts. The book is an inspiration to the teacher and a revelation to the class. (March 8, 1889.)

J. M. Willard, *Teacher of History, Derry Academy, N. H.*: I am very much pleased with your Sheldon's History, because it makes possible in the Academy a course in general history on the seminary plan, to which method I am entirely committed. The selections are good and the questions an inspiration. (March 9, 1889.)

C. C. Rounds, *Prin. of State Normal School, Plymouth, N. H.*: Sheldon's General History has been used by us one year. I consider it a very valuable book for classes which have had opportunities for wide reading in history before coming to the study, or which can give time enough to the study to carry on a course of reading with the use of this book. (March 27, 1889.)

E. A. Burnett, *Prin. of High School and Acad., Chester, Vt.*: I take great pleasure in giving my hearty commendation to the general history edited by Mary D. Sheldon, which we introduced last year. It aroused a lively interest on the part of the students in history not easily attained but highly appreciated by the teacher who has often sought in vain satisfactorily to accomplish it. (March 19, 1889.)

John F. Kent, *Prin. of Concord High School, N. H.*: I am very glad to testify to the great success with which Sheldon's General History has been used for the past two years in our school. I am very fortunate in having an able teacher to use the book. In the hands of such a teacher it seems to me that the most profitable kind of work in history can be accomplished. (*March 11, 1889.*)

Selah Howell, *Prin. of Bronfield School, Harvard, Mass.*: Miss Sheldon's General History is thoroughly sound in method; and wherever used by skilful teachers will help very materially to prove that history is one of the most interesting and practical subjects that the pupils of our public schools can pursue.

The above opinion of its merits is confirmed by careful tests with classes. (*April 15, 1889.*)

E. J. Colcord, *Saxton's River, Vt.*: Your note received, and I hasten to reply. Miss Sheldon's book is a work of great value. I know of none that can compare with it in its special field as a general history. I speak after several years' acquaintance. It is full of information, and just the sort the teacher wishes to have at hand to make clear or emphasize a given point.

We do not now in our school make use of any single *general history*. Some years ago we decided to extend the time of our study of history that we might attend more closely to epochs or periods.

Our historic work, then, is modeled somewhat after the practice of our colleges. We have *courses* in history instead of treating of the world's history as a continuous whole. We make use of several text-books in this method of study as well as of all the books of reference our library affords. But of all our useful books as text-books, I regard Sheldon's History among the very best. I can justly say

more than this. It is a treasury of invaluable facts to put before the class.

Not the least of the many virtues is the admirably simple way in which the most dry and abstract details are set forth.

It is a book that deserves to win.

(*March 29, 1889.*)

F. W. Tilton, *Head Master, Rogers High School, Newport*: My absence from home prevented an earlier reply to your letter. Sheldon's General History has been used in the Rogers High School several years and we have found it an extremely valuable book. (*March 18, 1889.*)

Isaac B. Burgess, recently *Teacher of History, Rogers High School, Newport, R. I.*: The following are the prominent characteristics of the method which I am using:—

1. Almost exclusive attention to facts which are essential to a comprehension of Greek and Roman life and its development.

2. The study, so far as possible, of primitive, first-hand facts, such as maps, pictures of Greek and Roman works, speeches and writings of Greeks and Romans.

3. The use of questions about these facts which require not the simple repetition of the fact but the gathering and comparison of different facts and the drawing of inferences from them by the pupil himself.

In applying this method I use Miss Sheldon's Greek and Roman History. This text-book marks as distinct a revolution in the method of presenting history to the learner as "Warren Colburn's First Lessons" did in the case of arithmetic, and in much the same direction.

(His detailed plan of using Sheldon has been published separately, and is sent by us *gratis* to any one asking for it. Pub's.)

Harriet R. Chace, *Mrs. Fielden and Miss Chace's School for Young Ladies, Providence, R. I.*: We consider the book invaluable.

George H. Tracy, *Prin. of High School, Bristol, Conn.*: We have used Sheldon's General History in the Bristol High School for a year with the most satisfactory results. From the work done by the class, and from the enthusiasm awakened in the class, I have no hesitation in saying it is the best General History I have seen used in the schoolroom. (March 9, 1889.)

Ira P. Clark, *Prin. of High School, Corning, N. Y.*: I consider Sheldon's General History one of the best, if not the best, of the working school histories. It is formed on the "Seminary Method" in teaching history, and is most admirably adapted to carry it out. A better working history for the class-room could not be written. (March 16, 1889.)

K. T. Holbrook, *Prin. of Girls' School, Yonkers, N. Y.*: I am glad to say that I consider it a very valuable book for rather mature pupils and quite invaluable to teachers. We have found it an excellent working book for our older students. (March 18, 1889.)

Hannah J. Brown, *Teacher of History, The Misses Masters' School, Dobbs Ferry, N. Y.*: My appreciation of the value of it grows with its use. We are waiting impatiently for the appearance of Mrs. Barnes' United States History. (March 28, 1889.)

M. A. Brigham, until recently, *Vice-Prin. of Brooklyn Heights Seminary*; now *Prin. of Mt. Holyoke Seminary and College*: The history written by Mrs. Sheldon Barnes is a most valuable work for students who have pursued a prepara-

tory course, and are ready for a broad and scientific method of study. It is important that the pupil should have access to a well selected library, and that much time should be given to reading.

Carried out under favorable conditions, I know of no other method so suggestive and stimulating to the mind of the student.

Miss Eleanor J. Mackie, *Private School, Newburgh, N. Y.*: Myself and class are enjoying the history more and more each day, and feel like giving Miss Sheldon a vote of thanks.

J. R. Leslie, *Classical School, Poughkeepsie, N. Y.*: I especially enjoy the History, with which I attain results beyond my expectations, and I expected a great deal.

Philomine P. Myer, *Miss Gordon's School, Philadelphia, Pa.*: It is excellent in every particular, and cannot fail to be of great help to the careful student. It has been adopted in the advanced classes, and is already a favorite text-book, which is perhaps the highest recommendation we can give it.

James H. Lansley, *Prin. of Business Coll. and Jefferson Park Academy, Elizabeth, N. J.*: We have used Sheldon's History with most satisfactory results, having been able to sustain that desirable class interest, engendered only by intelligent discussion. It is a book that has found a permanent place in our classroom. The more we use it the more we like it. (April 13, 1887.)

Miss Clara Conway, *Prin. of Clara Conway Inst., Memphis, Tenn.*: We like the book better every day and shall use it so long as I have a school. (May 22, 1887.)

E. F. Warner, Supt. of Schools, Bellevue, O.: It gives me pleasure to say that with the pupils of any mental grasp whatever, it is preëminently the text.

In all cases where it is preceded by some elementary work of its kind, I know of nothing equal to it as a means of stimulating mental activity, encouraging original research, cultivating independent thought.

Our advanced class in General History is doing better work than has ever been done in the history of the Bellevue schools. With quite young pupils, or with those not so keen mentally, the results are not so satisfactory. (March 9, 1889.)

Ida Haslup, Prin. of High School, Sidney, O.: I am very well pleased with it. It requires more original work on the part of the pupil than any other book of the same sort.

The book demands more work on the part of the teacher, but since work by the teacher generally induces and brings forth work from the pupil, I do not know that this fact is an objection; it is rather a merit. (March 14, 1889.)

John S. Irwin, Supt. of Schools, Fort Wayne, Ind.: We have used Sheldon's General History in our schools ever since its publication, having it now in two classes of our High School. From the beginning of its use it has continued to grow in favor with both teachers and pupils. I know of no work which in the hands of a judicious, well-trained, and well-read teacher is comparable to it as a text-book in this subject. It involves a very broad and comprehensive knowledge and use of our library, but this I regard as one of its best features. The method makes students of history, not students of some author's ideas of history. I think you may reckon on Fort Wayne as a constant field for the use of Sheldon. I have done my-

self the pleasure to recommend it in several schools. (April 16, 1886.)

Carrie B. Sharp, Prin. of Westminster Seminary for Young Ladies, Fort Wayne, Ind.: The pupils who are old enough to reason and who have been taught how to think and to study, it cannot be excelled, but it requires a great deal of time and hard study, and a teacher who is enthusiastic in the work and has an extended knowledge of history or a great deal of time to put into the work. For such a class it would be an invaluable text-book, teaching not only the history that is, but that which is being made day by day, and enabling one to foretell that which is to come. (April 13, 1889.)

S. Louise Mitchell, Teacher of History in Union Acad., Alma, Ind.: It gives me very great pleasure to say something of Sheldon's History. I think enough cannot be said in its favor. I have used it for two years, and find that it charms the student. The most admirably arranged system of questioning leads the pupil to do more independent thinking than any text-book I know of. One of my young ladies said that when she began to unravel the questions, it had a fascination about it similar to taking up a Chinese puzzle. I think I could wish no better fortune for our school than to wish that we might have a complete set of histories exactly on the Sheldon History plan. (March 11, 1889.)

R. W. Putnam, Supt. of Schools, Ypsilanti, Mich.: I feel it is but justice to the author and you to say a word about our success with Sheldon's History. We have this year a class of forty-three, in two divisions. On entering the building yesterday, at 8.30 A. M., Miss Gray, the teacher of history, found about twenty-five pupils waiting for her, anxious to study their

lesson. At noon the same thing occurred, and at night about the same number stayed after the close of school.

While I am willing to admit that Miss Gray is entitled to some of the credit, yet she claims that she was unable to obtain such enthusiasm with any other book.

Fanny E. Gray, Teacher of History, High School, Ypsilanti, Mich.: After a year's trial of Sheldon's History in the class-room, I feel prepared to say that it has done even more than I hoped it would. It seemed at first, perhaps, a little difficult for the students to take up what was to them an entirely new method of study; but they soon learned not only to profit by it, but to like it; and I can try it with my new class next year, feeling confident that it gives the real method of historical study. (March 10, 1889.)

C. B. Thomas, Supt. of Schools, E. Saginaw, Mich.: In our department of history several text-books are used by the teachers and classes, in order that special topics may be studied from more than one standpoint. Among these books is Sheldon's General History. In this way we are able to compare it, as to merit for class purposes, with several others, and the testimony of both teachers and pupils gives high rank to Sheldon. The most studious and thoughtful pupils turn to it as a guide in study and topical investigation in preference to other books, and the teachers feel that its use inculcates the studious habit and right methods of research.

We value the book very highly. (March 10, 1889.)

M. Louise Jones, recently Supt. of Schools, Charlotte, Mich.: It gives me pleasure to give Sheldon's General History a most cordial commendation. I know of no text-book on the subject its

equal for a High School with "library facilities." It seems to create a spirit of historical research and a zeal for knowledge. (March 19, 1889.)

N. H. Walbridge, Supt. of Schools, Ewart, Mich.: It has found increased favor with my High School Principal and myself since we first began asking it for reference. It is full, but not verbose, has a natural sequence of events, gives causes and results with the best tabulation of names and dates of any similar work I know. We shall make it more than a book of reference, as soon as the limit of adoption will allow. (April 18, 1889.)

J. E. Abbott, Florence, Mich.: While Principal of the Florence Free High School, I used Sheldon's General History with marked success, and considered it at that time the best work on general history I had ever used: (1) because it compelled the student to think; (2) because the arrangement of the subject was such that the outline of those nations who have played the most important parts in civilization and progress were made preëminent; (3) because the method was philosophical and logical, and for the first time, to my knowledge, made history an engine of thought and intellectual discipline rather than a mere matter of memory. I have not yet had reason to change my opinion in this particular. (March 30, 1889.)

Stuart MacKibbin, Supt. of Pentwater, Mich., Union Schools: The General History is an admirable work. We have, in our village library, many good histories; these I add to by works from my own and other private libraries, so that Sheldon's General History in the hands of the scholars is a book of *methods* rather than a book of history, and the scholars are

learning to study history. When we began, I supposed the book would be our only reliance, but the standard works in the public library, added to by loans by the generous owners of private libraries, enable us to have in our High School a good reference library. The scholars keep notebooks and are taking great interest. History is studied in the first High School class—average age about fourteen and one-half years. Fears were entertained on the part of the Board that the method would be too difficult, but I was allowed to try the experiment, and it is working well and is exciting great interest locally. Though our time in which to study history is limited, yet we will practically take unlimited time, for, while parts of the book will undoubtedly be omitted, the scholars will know how to study history and will study these omitted portions themselves.
(March 10, 1888.)

Stuart Mackibbin, *Supt. of Public Schools, Pentwater, Mich.*: Sheldon's General History is on its, second year. Adopted with fear and trembling, it has proved a grand success. We devote a year to the subject, ninth grade or first High School grade. Having no school library, I place my individual library at the disposal of the H. S. on condition that others in the town do the same. Only such books as are needed are brought to the school-house. By this means, the schools use about one hundred and fifty volumes during the year. I give them particular references which they look up, and keep notebooks of results. They are also required to write three essays per year, one on a topic in connection with Greek and Ancient history, one in Roman history, and one biography; besides monthly subjects are given for oral report.

The result has been most satisfactory. History is the favorite study; the scholars

are becoming independent students of history. The method has also developed a desire for reading, and has aided very much in the study of English literature.

I make hektograph copies of the outlines given in the manual, which the scholars follow in review. (March 9, 1889.)

I. N. Mitchell, *Supt. of Schools, Fond du Lac, Wis.*: I received a copy of Sheldon's General History when it first came out, and wrote you then that I was much pleased with the book. It struck me as being a first class *work book*. I wrote you from Grand Rapids, Michigan. On coming here, I found no general history in the course, and introduced the subject and Sheldon's History. The teacher who has the history was at first adverse to the book and its method, but she has found on trial that it is a *first class work book*, and she is now enthusiastic in its praise. Her experience and my observation of her work confirm my first estimate of the book.
(March 13, 1889.)

Elsie M. Dwyer, *Teacher of Latin and History, Fond du Lac, Wis.*: Somewhat more than a year ago you sent to me a copy of Miss Sheldon's Studies in History. A year ago I introduced the book into the Fond du Lac High School. We worked with it for the year and I am now glad to say that I no longer look upon the book in the light of an experiment. I am more than pleased with the book. I consider it by far the best text-book in general history before the public. The method is unique but it is excellent. It compels the pupil to think for himself. I begin my work this year with increased pleasure in the book, and my class are enthusiastic history students.
(Oct. 10, 1888.)

Elsie M. Dwyer, *Asst. in Fond du Lac High School, Wis.*: Sheldon's Gen-

eral History was introduced into my classroom in September, 1887, and I have used it since with constantly increasing satisfaction. It is the best text-book of general history which has ever come into my hands. Its method of arrangement is such that it calls for wide reading outside the text-book, and studious thought as well. It demands hard work but does away with the drudgery of the ordinary text-book. I can, from my experience, commend it heartily.

(March 13, 1889.)

S. L. Maxson, *Prin. Albion Acad. and Normal Inst., Albion, Wis.*: I take great pleasure in saying that Sheldon's General History has been in use in my classes ever since its issue, and I find it much superior to any other. It is particularly unique in giving stimulus to independent personal study, and bringing the facts of history, however remote either in time or place, into a present living reality.

(April 1, 1889.)

W. M. West, *Supt. of Schools, Faribault, Minn.*: I have been using Sheldon's General History since last September with a class of twenty students, and am very much pleased with it. I am sure that it is the best text-book published upon the subject.

(March 12, 1889.)

M. M. West, *Supt. of Schools, Faribault, Minn.*: Sheldon's General History works well in every class. It is an ideal book in plan and every year's experience with it satisfies me that it is equally good in the execution of the plan.

(April 1, 1889.)

Libbie M. Crandall, *Teacher of General History, High School, St. Cloud, Minn.*: Last summer, after a careful examination of the various text-books on general history, I decided on the adoption

of Sheldon's. I have since been using it with ever increasing pleasure. It stimulates thought, awakens interest, and develops the reasoning powers. My class, after completing the history of Greece and Rome, passed with ease the examination on that subject given by the Minnesota State High School Board.

(March 16, 1889.)

J. Morrissey, *Prin. of High School, Sidney, Ia.*: I wish to say that we have used Sheldon's General History for two years with gratifying results. It has stood the test of class use well. To pupils accustomed to much memorizing and little exercise of judgment it is somewhat difficult, but not more so than kindred branches rightly taught.

(March 11, 1889.)

C. S. Pennell, *Prin. of Mary Institute, St. Louis, Mo.*: I enclose a letter from Miss Annie Wall, senior teacher of history in Mary Institute. She has now used Miss Sheldon's book a year, and the note expresses her judgment of it. I cordially coincide in all the commendation Miss Wall bestows upon it. Its methods will make the school study of history a higher order of work.

The following is Miss Wall's letter above referred to:—

Annie Wall, *Teacher of History, Mary Institute, St. Louis, Mo.*: I desire to express to you the satisfaction which I have had in the use of Miss Sheldon's General History with a class in this school. The girls have found it extremely interesting, and I a great aid in teaching them, not only to know facts, but, what is quite as useful, to know their causes and results. It helps them to learn to think. I consider the plan and the execution of the book alike admirable.

J. W. Jones, *Prin. of Schools, Howard, Kas.*: I have been using Sheldon's General History during the past year and have been astonished at the results. My pupils are fascinated with the work and show a wonderful growth in reasoning power.

The work does away with the dry memorizing of facts and leads the pupil into an interesting field of deductive reasoning where he gets both the facts and philosophy of history combined. It is very thorough and care must be exercised that we do not put it into the hands of pupils before they are sufficiently developed to become interested in it. I deem the book a success and hope it may find its way into many schools, rejoicing the hearts of the pupils as it has done in my school.
(*March 12, 1889.*)

J. W. Scroggs, *Prin. of Acad., Rogers, Ark.*: Sheldon's History is an incomparable text-book. The student is compelled to study instead of merely committing to memory. I can teach history with it as I never could before, and if my pupils had access to libraries or encyclopædias, the value of this book would be greatly enhanced.

It is the best *text-book* I ever saw.
(*March 19, 1889.*)

Mrs. Alice E. Chandler, *Prin. of B. G. F. Seminary, Bowling Green, Va.*: I herewith enclose you an order for twelve copies of Sheldon's Studies in General History. The class is not so large as I thought it would be, but next session I hope to introduce it largely into our school, and shall not fail to recommend it heartily to all the teachers who have gone out from this institution — and they constitute quite a number. I have never seen a history so philosophical, so interesting, so accurate, nor so suggestive.
(*April 4, 1889.*)

W. H. Bartholomew, *Prin. of Female High School, Louisville, Ky.*: In answer, I would say that *we are delighted with the book*. Miss I. E. Hanna, teacher of History, concurs in this opinion.
(*March 22, 1889.*)

Elizabeth A. Packard, *Teacher of Ancient History, Los Angeles High School, Cal.*: In reply to your note of inquiry received yesterday, I gladly express the pleasure I have taken in using Sheldon's Greek and Roman History in the class-room. The maps are meagre and the text requires much addition (especially on the Roman Republic) to meet college examinations. Nevertheless, I consider it far superior to any other historical textbook of my acquaintance, and should much regret to have it displaced.

The method arouses the interest of the pupils and is an invaluable agent in securing keen, clear thinking. We have found its studies in Civics especially helpful.
(*March 14, 1889.*)

E. H. Botsford, *Prin. of High School, Williamstown, Mass.*: Of your Sheldon's Studies in General History, which we are using in our classes, I have only the highest praise.
(*March 21, 1889.*)

D. W. Abercrombie, *A. M., Prin. Worcester Acad.*: It is an admirable book, and richly deserves all that may be said concerning its value as a means of stimulating the mind. It is a book that makes great demands upon a teacher, and only a good teacher can use it with effect and take advantage of its excellencies. An inferior teacher would swamp himself and class in endeavoring to use it. This to my mind is an unusual merit for a textbook to possess, and would that *all* did. For then the guild would be relieved of

much that travesties under the name of teaching.
(May 8, 1889.)

H. C. Ford, Supt. Yates Center, Kan.: Sheldon's General History is the finest text on that subject I ever used or examined. It develops an intense love for the real study of history.

J. W. Miller, Lewisville Masonic Inst., Lewisville, Texas: I take pleasure in saying that I have used Sheldon's General History in my classes for three years, with almost perfect satisfaction to both myself and students. The book stimulates thought and research. I cordially recommend it.

WHAT THE PUPILS THINK OF THIS METHOD.

From Worcester Acad., Worcester, Mass., D. W. Abercrombie, A. M., Prin.

H. D. Foster, Worcester Acad., Worcester, Mass.: During the last part of last year I asked my class to leave on my desk, at a time when I was not present, *unsigned* statements of what they felt they had learned in the study of general history for the year, with their idea of the method used in the class, so far as they had thought in regard to any methods being used. Every member handed in a paper, many of them in an attempt at a disguised hand. I asked for honest, frank statements of what they had learned and of what they had failed to learn. I think the statements were honest and frank, and as they may prove of interest in giving the student's idea of the book, I send them to you as "original sources of information" as to a student's appreciation of Sheldon.

The spelling and crudeness will show that they are *bona fide* statements of boys of 16 or 17 years, and that they were prepared with no idea of their being seen or read by any one beside myself.

(May 7, 1889.)

"What I have learned from studying General History."

1.—A long continued custom becomes a law unless there is a legislation against it.

2.—Ignorance among the common people places the government in the hands of a few.

3.—A despotic government is the outcome of a few unjust laws which the people do not rebel against with sufficient force.

4.—Oppression is the forerunner of a mighty revolution.

5.—In order to obtain a high state of civilization, a just government, and to win affection, a ruler must seek the highest good and strive to please the common people.

6.—A few good or a few bad men may influence the destiny of a nation.

7.—A corrupt government leads to a downfall of the nation which will be of the same proportion as the corruptness.

8.—A century of writers is a century of progress.

9.—Severe oppression in religion is usually followed by oppression in politics.

10.—Intellectual, thoughtful men must be at the head of a nation.

We have learned this year in history of the foundation, progress and downfall of nations, beliefs, customs and systems.

Of nations we have learned that each, as it came to the front, was upheld by patriotism, morality, industry, courage and education. So long as these virtues lasted it progressed, but when they gave way to im-

morality, vice, ignorance and idleness it fell. So it was with Greece. With her early patriotism, purity, and courage came success. Later when these virtues were replaced by degradation and oppression Greece fell. When Rome fell it was but a shadow of the old republic.

In our study of history we have not relied on memory as much as is usually done but a statement of the most important facts has been learned. With this as a beginning by means of the literature of the times, pictures of buildings, etc., we have built up what history we have learned in the past year.

"A Retrospect of History."

The history we have used differs from other histories in that it gives the events in a more loose and disconnected style than those that give only the simple narrative. It is more difficult to learn for there are so many questions and studies. But it makes the student think more, reason out events, and gives him more ideas of his own. When we take up another history written in another style it is difficult to learn a narrative for we become so familiar with mere facts that it puzzles us to have to make a long narrative in our words. I have learned much about history during the past year, and although it comes hard to me yet I like the study very well.

If I should not go to school any more after this term yet I shall have the satisfaction of knowing that I tried to improve my time in the study of history, even if I have wasted it in the study of things less important.

What I have gained by studying History.

The knowledge of historic facts which I have gained is only a part of the results of the years study.

The "Study" has helped me to derive principles from facts, the extracts have helped me to give a narrative, but the summary has failed in a great measure of its object, namely, to fix names and dates in my mind.

The reports and composition work given in connection with our other work has been very beneficial, giving a more specific knowledge of a subject.

Studying Egyptian, Chaldean, and Roman history has made Bible history more plain to me.

The strong influence of religion upon the life and education of the people has taught the necessity of a pure religion.

A knowledge of the history of the European nations has enabled me to understand their present condition more clearly.

It will be very doubtful if I can tell the date of the invention of the printing press when I return to school next fall; on the other hand, if I am asked about Joan of Arc, or the Teutons, I could do much better.

In studying history, I have seen how nations have risen under one man, then when he was gone they have fallen. That the men who are at the head of the people are not of the best always.

Now the people have more to say in regard to the government than they used to. It is not a good government where the people are not allowed to vote and hold office.

I have learned more of the historical authorities, buildings and works. That the names of great men are never forgotten. That the people have more respect for each other and do not have slaves. That such great and expensive buildings are not being built as there was four or five hundred years ago for the kings and queens. That more attention is paid to education

and improvements towards inventions. That the military system has been improved.

What I have learned from one year's study of General History.

[The student who wrote the following made himself known to me at my request. He assured me that, so far as he knew, his comparison of the world's progress to the growth of a life was original with him. H. D. Foster.]

Before I studied history the past was almost a mass of darkness to me. What knowledge I had of it was due to the Old Testament and the lives of a few men, such as Alexander, Columbus, and Napoleon.

That my knowledge of facts in history has developed a great deal under the training I have received this past year, there is no doubt in my mind. Whether I could have developed any more under a different system of studying, is impossible for me to say, but I know that I have the general facts of the world's progress so fixed in my mind that it seems that I shall never forget them.

The following facts are derived from the year's work :

1.—The world's progress has been like the growth of a life.

a. Early history of Egypt, Assyria and Babylonia represent Infancy, time of no will power.

b. Early history of Greek and Romans represent Simplicity of thought and habits.

c. The West influenced by the East represent Going astray of thought and truth.

d. Growth of church, state, and power of emperor represent Self confidence.

e. Periods of crusades and following century represent Dissipation of habits and morals.

f. Fifteenth and sixteenth centuries represent Repentance.

g. Seventeenth and eighteenth centuries represent Growth in wisdom with many downfalls.

h. Nineteenth century represents Prime of life.

2.—The great nations of the world are now enjoying peace and prosperity, which have been bought by severe lessons paid for in blood.

3.—That in all ages men have desired a God.

4.—That the Christian religion has done more toward advancing civilization than any other one thing.

5.—That there has been more wars over religion than any other thing.

6.—That in social life there has been a gradual growth of artificiality.

7.—That literature has been the greatest agent in establishing free thought.

The benefit I have received from the study of "General History."

I know more about the history of the world than I ever did before. When I hear some great event referred to I know with what nation to connect it, and in what century to place it. I have some idea of the progress of the different nations in literature, art, and science.

I know something of the character and life of a great many of the prominent men in the histories of the different peoples about which we have studied; also of the motives that prompted them in doing certain things.

I know something of the origin of the arts and sciences, and can watch their progress as they have developed.

From the manner in which the recitations have been conducted I have learned to draw correct conclusions from a lot of disconnected statements and to put them

in a form of a narrative in my own mind at least. I have made considerable progress in making the ideas in my own mind clear to the minds of others by means of good English sentences.

I have learned to compare the policy of one government with that of another and see wherein they have failed or been successful, also the reason why.

This last will be of great use to me if I am ever to bring any influence to bear on the policy of my own government.

I also know how to use books of reference to much greater advantage than I did previous to my study of general history.

From State Normal School, Oswego, N. Y., E. A. Sheldon, Prin.

Caroline L. G. Scales, Teacher of History, Normal School, Oswego, N. Y.: To show you what the pupils think of it, I subjoin two or three specimens of their criticisms of Miss Sheldon's History, handed in at my request by a class who had been using the book through the term. Let me say that these criticisms were given to me unsigned, that there might be no temptation to modify or exaggerate the real opinion of the individual. (April 14, 1887.)

I know that this method of working in history has greatly strengthened my powers of reason, judgment, and perception, and that I have much greater ability now to draw conclusions and inferences from mere facts, pictures, etc., which before contained nothing to me but that represented on their face. In fact I seem to see more interest and benefit in very many things, and am constantly thinking: "What might we infer from this?" At times I have felt that my knowledge of parts was narrow and incomplete, but comparing it with my previous study of

history, I find it much broader than that I then received. Altogether I have greatly enjoyed the work in history, and should I ever teach it, it shall be according to Miss Sheldon's method.

This book gives a good general idea of the history, literature, art, interests, and material civilization of the different European and Oriental countries, and is not simply an appeal to one's memory, but to his judgment and reason. Many people think that if one has no previous knowledge of history the study of this book would be rather difficult. Perhaps this is so, but if one can master *this* history the study of others will be made much more simple and interesting. The only fault that can be found with it is that it is too interesting. The subject is too great to be hurried over in such a short time as we are allowed for studying it, yet it may be made of inestimable benefit to one, if studied in the right way. It widens one's knowledge, as it not only gives us many things about history, but art and literature are dwelt upon, and we may learn many things about them. Curiosity is excited by subjects that are brought up in class, and a desire to know more about them sends us to the silent lectures—the books. It aids one by helping him to read carefully and thoughtfully, thus getting the drift of a selection, even though the meaning is often hidden. It quickens one's perception, memory, powers of comparison and application, and helps him in studying other lessons, for by being thoughtful and careful in this branch of study it cultivates carefulness in other branches. The history is *excellent* in thought, purpose, and execution.

I think the book admirably adapted to normal work, as it stimulates independent

thought, and teaches us to arrive at conclusions for ourselves. Although it is said not to cultivate the memory, still I have a much clearer idea of the succession of events than when I memorized general history. History has been the most enjoyable subject I have had in the school.

The work in history this term has been of the most enjoyable character. As I had never before made Ancient History a study, of course I have gained *much* information. I now see how the works of the present day are but outgrowths of seeds sown in past centuries. I like Miss Sheldon's History very much, and think hardly enough can be said of the superiority of this work over the dry text-books which some use. Not only have we studied the

battles, campaigns, and constitutional details, but the history of the art and literature, and in extracts can be seen the general characteristics of the people. We have not hurried over the ground to any *great* degree, or made a special study of memorizing dates, but can view historic facts critically and broadly. This way of study requires use of the reasoning faculties, to gain correct answers to questions asked from historical facts and from the extracts given.

I think my work in history this term has helped me to think and to look farther than at the surface of things. I have a better idea of general history and of how one great event follows and grows out of another than I ever had before.

THE FOLLOWING LETTERS FROM EXPERIENCED EDUCATORS
SHOW THE BENEFIT WHICH TEACHERS DERIVE FROM
THIS EXCELLENT BOOK:

Byron Groce, *Teacher in Public Latin School, Boston, Mass.*: I like much in Miss Sheldon's History, and sympathize with its spirit, and believe it will be very helpful in teaching teachers not to be slaves to the letter of history, and in teaching pupils that the history of nations means more than war and changes of boundaries; that it means law, order, progress,—in a word, civilization.
(March 4, 1887.)

Moses Merrill, *Prin. Public Latin School, Boston, Mass.*: We have no interest in the introduction of Sheldon's History into the Latin school beyond the privilege of using the part relating to Ancient History. That privilege we now enjoy.
(March 11, 1889.)

S. C. Smith, *Master in English High School, Boston*: I can say I am very much pleased with it. I wish it could be introduced into our school, as it has "strong points" I have never seen in any other text-book on history. Any one who has had experience in teaching history will at once recognize familiar topics arranged in a *new* and helpful manner. The book possesses many excellences which readily appear to the experienced eye.
(May 17, 1886.)

Wm. H. Sylvester, *Junior Master, English High School, Boston*: Miss Sheldon's History is a very interesting one. I have had but little opportunity to use it with a class, but I should like so to do, for it would doubtless prove a stimulating

book. I try to make my history classes interesting so that the boys may get a love for historical reading, and I think this could be accomplished better with Miss Sheldon's book than with the book we now use. At any rate, I should like to have a chance to try it.

John Tetlow, Prin. Girls' Latin School, Boston: Miss Curtis, the teacher of Greek and Roman history in the Latin school, is using Miss Sheldon's history for reviews. For this purpose she finds the book very serviceable. (June 6, 1887.)

A. R. Curtis, Teacher in Girls' High School, Boston: I have used the chapters on Greece and Rome only in review lessons, since it is not one of the authorized books. But I like these chapters very much and I should be glad to have the book added to the authorized list.

Geo. C. Mann, Prin. W. Roxbury High School: We think very highly of Miss Sheldon's History, and should be glad to have it on our list of authorized text books. I am not prepared to say that we should use it in all our classes, but we should like an opportunity to give it a trial. (March 1, 1888.)

R. H. Perkins, Supt. of Schools, Chicopee, Mass.: We have used Sheldon's General History in our High School for two years past, as a reference book, and are pleased to state that we find it a thoroughly good book. The style of the presentation is clear and interesting; it has many sound and valuable features which make it a most desirable book for High School use. Its merits should win for it a large adoption in the schools of the country. (March 28, 1889.)

A. C. Boyden, Prof. State Normal School, Bridgewater, Mass.: We are using Sheldon's General History as a sup-

plementary book in our classes. It is on the right plan of historical study and our classes find it very helpful in certain parts of their work.

Some parts are not so exhaustively dealt with as we wish and hence we have to use it as supplementary. I am glad to say this word for a book I like so well. (May 13, 1889.)

W. W. Waterman, Supt. of Schools, Clinton, Mass.: We have used for some time Sheldon's Studies in General History as a desk book in our High School. Its use has been attended with excellent success in awakening and promoting an interest in the study, and in leading the pupils to think and judge for themselves. I think it is the right kind of a treatise to be placed in the hands of the pupils for regular class use. (April 13, 1889.)

Mary E. Whipple, Teacher of History in Worcester High School, Mass.: Though not using it as a regular text-book, I have frequently availed myself of single lessons. I think I have never failed to elicit replies which showed logical thinking and led to correct conclusions. The questions produce freedom in thinking and at the same time direct and keep the thought in right channels. It cannot be otherwise than a delight for a teacher who knows definitely what she wishes to teach, to use Sheldon's General History. (April 1, 1889.)

Chas. E. Taylor, Pres. Wake Forest Coll., N.C.: It is valuable as a source from which a student can derive materials for constructive work. (May 3, 1889.)

Anna Miller, Jeffersonville, Ind.: I know no better text-book. I have used it as a supplementary text for two years, with most satisfactory results. It improves with use. (April 24, 1889.)

Wm. H. Beach, *Supt. of Schools, Madison, Wis.*: It has been used as a table and reference book by all our teachers who have the subject of history in charge. It is very highly regarded. Some pupils have become so much interested in it that they have procured copies for themselves.

We would not do without the book, but we use it as Supplementary to our regular text-book. The law of the State governing the change of text-books in the schools

renders it somewhat difficult to make changes. So I cannot promise an immediate adoption of the book. But we are using a number of copies and shall probably order more next fall when the classes begin the study of general history.
(*April 22, 1889.*)

Albert E. Egge, *Ph. D., St. Olaf's School, Northfield, Minn.*: A most excellent book; I am at present using it as a reference book.
(*April 8, 1889.*)

THE FOLLOWING OPINIONS OF EMINENT WRITERS, PROFESSORS AND TEACHERS OF HISTORY WERE RECEIVED IMMEDIATELY AFTER THE PUBLICATION OF THE BOOK:

J. R. Seeley, *Regius Prof. of History, Cambridge Univ., Eng.*: You have taken a decisive step, and I hope you will persuade many of your countrymen and countrywomen to follow you. Till this step is taken, both in historical writing and historical teaching, I cannot imagine that history can be anything more than a delightful amusement. But I think you and those teachers who use your book will get from it the much higher delight of feeling that you have given your pupils a real guide, a new science.
(*March 11, 1886.*)

Alexander Johnston, *Prof. of Jurisprudence and Political Economy, Princeton Coll., N. J.*: Give a boy a competent instructor and this text-book, and if he does not get more than dry bones out of history, it will be because he is not fitted for such food. The book is a long step in advance.
(*Jan. 4, 1885.*)

Dr. William T. Harris, *Concord, Mass.*: I think that it is by far the most successful attempt to introduce the new method of studying history—the method of investigation—that I have ever seen. I unhesitatingly commend the book for the schoolroom.

Moses Coit Tyler, *Prof. of American History, Cornell Univ.*: I have examined it with deep interest and satisfaction. I think the idea is developed with great skill and tact, and that its method will prove a means of giving new life and fruitfulness to the study of history. The intellectual training of such a method is very great.
(*Jan. 27, 1886.*)

Chas. J. Little, *Prof. of History, Syracuse Univ.*: This is a book "after my own heart." Its wide-spread introduction into American schools will begin a new epoch in the study of history.
(*June 12, 1886.*)

Herbert Tuttle, *Asst. Prof. of History, Cornell Univ.*: The Seminary system of instruction is one in which I am a firm believer, and this book will permit it to be used even with the less advanced students.
(*Jan. 22, 1886.*)

J. Esten Cooke, *Boyce, Va., Member of the American Historical Association*: It impresses me as a work of very great learning, and as the result of profound study embracing very large tracts of thought.
(*Jan. 20, 1886.*)

Robt. C. Winthrop, *Boston, Member of the American Historical Association*: Such books cannot fail to be prized by teachers and learners. (Jan. 9, 1886.)

Ex-Gov. Alexander H. Rice, *Boston, Member of the American Historical Association*: It appears to me the very best book for its purpose that I have ever seen. Its plan is original and lucid; it points out the way for the student to accomplish the work proposed without doing it for him, and it leads on to very exhaustive results. Its use will be likely to do away with much of the *dryness* of which many pupils complain in the study of history, and to leave upon the memory distinct and permanent impressions. (Feb. 19, 1886.)

E. O. Chapman, *State Supt. of Schools, N. J.*: The student who follows in the path marked out by Miss Sheldon will find abundant entertainment, and the historical outlines presented will be so fixed in his mind that he cannot forget them if he would. More than this, the book is better calculated to inspire a desire for further reading than any other text-book on history that I have seen. (May 1, 1886.)

B. S. Morgan, *State Superintendent of Schools, W. Va.*: I think this book one of the best books of its kind now before the public. (May 10, 1886.)

James B. Angell, *Pres. of Univ. of Mich.*: The plan is certainly unique, and must have been wrought out of long experience. You seem to me to have executed it admirably. (Jan. 22, 1886.)

W. F. Allen, *Prof. of History, Univ. of Wis.*: It is an intelligent and skilful aid in the study of history on the right principle. (Jan. 26, 1886.)

John J. Tigert, *Instr. in History, Vanderbilt Univ.*: Like most teachers of history, I am thoroughly dissatisfied with

current methods and results, and am convinced that this is a step in the right direction. (Feb. 1, 1886.)

Marshall S. Snow, *Prof. of History, Washington Univ., St. Louis, Mo.*: It seems to me that the plan of the work and its execution are worthy of the warmest praise. It cannot fail, I am sure, to be a *stimulating* book, and to suggest to students the true way of writing as well as of studying about past events and their influence upon mankind. (April 19, 1886.)

W. E. Huntington, *Dean of Coll. of Liberal Arts, Boston Univ.*: Its original plan of treatment, and the wide, fertile sources of information suggested by the lists of questions, must meet with general approval. (April 20, 1886.)

W. P. Atkinson, *Prof. of History, Mass. Institute of Technology, Boston*: It is an encouraging sign of a wholesome revolt against the dull lesson-learning of "compendiums" in favor of truer and better methods. I feel very sure that it will prove a boon to all intelligent teachers of the subject. (Jan. 3, 1886.)

J. B. Clark, *Chair of History, Smith Coll., Northampton, Mass.*: Its method seems to me to be admirable, and the execution is worthy of the plan.

Katherine Coman, *Prof. of History, Wellesley College, Mass.*: History could not be taught in a lifeless fashion from such a book. It is suggestive of the very best methods, and should provoke both teacher and student to good work. (Jan. 18, 1886.)

E. Benj. Andrews, *Prof. of History, Brown Univ., Providence, R.I.*: I am impressed with the author's diligent attainments. It must prove an excellent book for teachers who have not the time or the books to enable them to become acquainted with these sources in

the original. I shall notice the work to the R.I. Teachers' Reading Circle. (Feb. 6, 1886.)

Henry Ferguson, *Prof. of History, Trinity Coll., Hartford, Conn.*: I am extremely well pleased with the plan of the book, and also with its execution. The passages from the original authorities are happily selected, and will, I think, tend to excite the interest and pique the curiosity of intelligent boys and girls, and so lead them to investigation for themselves. (April 17, 1886.)

Prof. Henry M. Baird, *Univ. of the City of New York*: The only proper way of learning history is by some sort of independent search. The most practicable and beneficent plan then, is to compress the "sources" within the compass of a single handy volume, which can be mastered in the course of a few months; but still to make it a volume of "sources." It is to supply such a want, as I understand it, that Professor Sheldon has prepared these "Studies in General History"; and I am convinced that they will be found both suggestive to teachers and stimulating to scholars. (Jan. 23, 1886.)

Geo. S. Morris, *Univ. of Michigan, Member of American Historical Association*: In praise of this method too much cannot be said, as it seems to me; since its necessary result is to make of the study of history, not a mere work of mechanical memorizing, but a true and active culture of the intelligence. (Jan. 6, 1886.)

Austin Scott, *Prof. of History, Rutgers Coll., New Brunswick, N.J.*: I have used it, as a reference-book and as a guide-book, with advantage. The plan is excellent, the execution good. (April 17, 1886.)

Samuel M. Shute, *Prof. of English Literature, The Columbian Univ., Wash-*

ington, D.C.: I shall recommend its use to my class in history. (June 17, 1886.)

Robert Ellis Thompson, *Prof. of History, Univ. of Penn., Philadelphia*: The general purpose of the book must commend it to every teacher of this difficult subject. I intend to urge my classes in history to procure it for subsidiary use. (April 28, 1886.)

S. H. Gay, *Member of American Historical Association (joint author of Bryant's History of United States), West New Brighton, Staten Island, N.Y.*: There is ample room for improvement in the text-books of schools, and in none so much as in those which profess to teach history. Teachers who have wearied over them will best know how to welcome a book from which the pupil will not only gain knowledge worth having, but will learn at the same time its real value, and how best to gain it.

G. E. H. Weaver, *Prof. of History, Swarthmore Coll., Pa.*: I have been very much pleased with the method, and the whole make-up and appearance of the work. It would be very good for the class in general history in the preparatory school here. (March 20, 1886.)

Theodore L. Seip, *Pres. of Muhlenberg Coll., Allentown, Pa.*: If this book finds its way into general use, as it deserves, it will revolutionize the old method of teaching and learning history. I take pleasure in commending it to the favorable attention of teachers of history. (May 4, 1886.)

Paul F. Rohrbacher, *Prof. of History, Western Univ. of Pennsylvania, Allegheny*: I am delighted with it. While comprehensive in its design, it is simple in style, interesting in its matter, and sure to awaken a lively interest in the study of history. It will not fail to make the student think, enable him to

compare events, and thus reach the happiest results. I shall recommend its adoption. (April 26, 1886.)

R. T. Taylor, *Pres. of Beaver Coll., Pa.*: I think we shall introduce it next year. (May 11, 1886.)

J. B. Wolfe, *Pres. of Gladeville Coll., Wise C. H., Va.*: I have concluded to adopt it. I think it an *excellent* book, and feel confident it will give satisfaction. (April 24, 1886.)

J. E. Taylor, *Pres. of Wake Forest Coll., N.C.*: I am much pleased with it, and shall recommend it in our catalogue for parallel reading in the history course. (March 30, 1886.)

Prof. E. S. Joynes, *South Carolina Coll., Columbia*: Beginning to look into it, I found it so interesting that I have continued to look *through* it. Besides being deeply interesting, it is original, unique, and of altogether exceptional value. (Jan. 7, 1883.)

Henry E. Shepherd, *Prof. of English, Coll. of Charleston, S.C.*: The general plan seems to me an excellent one, especially the combination of literary history with the development of civilization. It ought to command a wide success, and I trust it will. (April 19, 1886.)

George H. Howe, *Prin. of Talladega Coll., Ala.*: It is just what I expected to find,—an admirable book. The method is familiar to me, and I am very glad to see it in print. We shall probably introduce it. (March 27, 1886.)

Charles Woodward Hutson, *Prof. of History, Univ. of Mississippi, Oxford*: I feel sure that it will prove of great value. I am going to try it with my class in history. (Jan. 5, 1886.)

Virginia D. Farmer, *Teacher of History in M. F. Coll., Mansfield, La.*: I commend it highly. (May 6, 1886.)

F. D. Shaver, *Prof. of History, Bishop Coll., Marshall, Tex.*: I have been surprised and delighted. It makes it possible for schools with limited library privileges, to do work in historical studies in the spirit and method of our best equipped institutions. It furnishes material without which no *proper* teaching of history is possible, but which, hitherto, has been found only in the larger libraries. I shall have no hesitation in adopting it for the work next year. (April 20, 1886.)

L. A. Johnson, *Pres. pro tem., Trinity Univ., Tehuacana, Tex.*: It will be introduced into our preparatory school next term. (June 18, 1886.)

Arthur Yager, *Prof. of History, Georgetown Coll., Ky.*: I like it so much that I write this note to ask that you will immediately inform me at what price you propose to furnish it to college students. (Jan. 22, 1886.)

Allan Curr, *Prof. of History, Daughters Coll., Harrodsburg, Ky.*: I consider it not only admirably adapted to its designed purpose, but also the *best book* of the kind I have seen. I hope now to make such arrangements as may result in its use next session. (April 19, 1886.)

Hunter Nicholson, *Univ. of Tennessee, Knoxville*: I hope to see the book introduced in this university, and shall welcome every opportunity for commending it to good teachers. (April 1, 1886.)

Since writing you I have gone carefully through the book with a view to using it at a normal institute this summer. This re-examination has confirmed my previous good opinion. (June 13, 1886.)

I. W. Andrews, *Prof. of Political Philosophy, Marietta Coll., Ohio*: It is

clear that the author is familiar with the ground traversed, which is saying a great deal. I find the statements historically correct, and do not doubt that the work has been very carefully done.
(*Jan. 25, 1886.*)

Geo. W. Knight, *Prof. of History, Ohio State Univ., Columbus*: I am thoroughly pleased with the plan upon which it is constructed, and I believe the author has carried out that plan successfully. The essential facts upon which to build history are there.
(*Jan. 20, 1885.*)

L. G. Adkinson, *Pres. of Moore's Hill Coll., Ind.*: I think it solves the problem of how to teach history. We shall use it in our work next year.
(*May 1, 1886.*)

J. D. Crawford, *Prof. of History, Univ. of Illinois*: This work seems adapted to make students of history, whose investigations will be only begun and directed when this book is finished, whose tastes will be so formed that more and yet more reading must follow.
(*Jan. 21, 1886.*)

Sue M. D. Fry, *Prof. of History, Wesleyan Univ., Bloomington, Ill.*: I am very much pleased with it, and intend to introduce it into the Illinois Wesleyan University next year.
(*June 21, 1886.*)

S. W. Parr, *Prof. of History, Illinois Coll., Jacksonville, Ill.*: I shall use it in my class next year.
(*April 30, 1886.*)

W. H. Fischer, *Prof. of History, Wheaton Coll., Ill.*: I will introduce the book as soon as our course shall be enlarged to give a little more time.
(*April 24, 1886.*)

C. E. Welbur, *Prof. of History and English Language, Adrian Coll., Mich.*: I am confident that it is the most effective way of studying history, especially by students of some maturity.
(*March 1, 1886.*)

O. E. Hagen, *Prof. of History, Galesville Univ., Wis.*: Nothing can be more natural and vivid. The work ought to meet a very warm reception.
(*March 30, 1886.*)

James H. Canfield, *Prof. of History, Univ. of Kansas*: There can be no question that the system is the correct one—the best in every respect—where all the needed accessories can be had. The Sheldon manual does much in the way of supplying these, and supplying them ready for use. As I said at first, the work seems to have been very conscientiously performed; and I shall put its merits to the test of the class-room as soon as the next Freshman class enter upon their duties.
(*Jan. 30, 1886.*)

Jas. T. Anderson, *Prof. of History, Central Coll., Fayette, Mo.*: I indorse its plan most heartily, and would most certainly use it, if I had a class in general history.
(*June 19, 1886.*)

W. C. Gadbey, *Pres. Morrisville, Coll., Mo.*: It is correct in design, novel in execution, and as a class-book will be found to be superior.
(*March 20, 1886.*)

G. P. Macklin, *Pres. Avalon Coll., Mo.*: We have adopted it as our text. I am convinced that it will greatly aid in the teaching of history.
(*April 20, 1886.*)

J. M. Chaney, *Pres. of Kansas City Ladies' Coll., Independence, Mo.*: It is our purpose to use it as a text-book the coming session.
(*June 17, 1886.*)

Ella A. Thomson, *Prof. of History, M. E. Coll. of Neb., York*: I regard it as a superior work. I intend to use it in my classes next year.

L. S. Cornell, *Supt. of Public Instruction, Denver, Col.*: I am well pleased with the method of presenting the subject, as well as the clear and comprehen-

sive analysis of so much history in such a small volume. It will certainly be a popular book. (*June 19, 1886.*)

E. Wicker, *Prof. of History, Colorado Coll.*: I have been using it for supplementary work in my class, with good results. The history is well arranged, and is calculated to produce an eager research on the part of the pupil. I hope to be able to introduce it as a text-book. (*April 20, 1886.*)

Joseph B. Toronto, *Prof. of History, Univ. of Deseret, Salt Lake City*: I have adopted it without hesitation for use in my classes the coming year. (*June 11, 1886.*)

J. R. Herrick, *Pres. Univ. of Dakota*: It is my purpose to have it introduced into the University of Dakota. (*April 20, 1886.*)

Mrs. E. C. Norton, *Teacher of History, Yankton Coll., Dak.*: I should like to see it tried in our classes. (*April 24, 1886.*)

Bernard Moses, *Prof. of History, Univ. of California, Berkeley*: I can heartily commend it. (*Feb. 16, 1886.*)

C. A. Leonard, *Prof. of History, Central Univ., Richmond, Ky.*: I am securing the very best results with the book—far better than my most sanguine hopes ever led me to expect. I examined the class to-day on the work gone over, and found them quite ready in their answers, and, above all, possessing a good, correct understanding of the subject-matter. I am glad such a book has been written. It is destined to revolutionize the study of general history and make pupils think for themselves.

P.S.—Nothing could be better. You may use my name in unqualified commendation of the book. (*Jan. 15, 1886.*)

E. J. Colcord, *Teacher of History, Vermont Academy, Saxton's River, Vt.*:

It is the only book that I know of claiming to be a text-book on general history which I feel quite ready to place in the hands of a class without qualification. I fully expect to find it a most useful auxiliary. (*Jan. 15, 1886.*)

Jane E. Leonard, *Teacher of History, State Normal School, Indiana, Pa.*: I have used it in my class since the first pages came from the press, and I never used a book in my life which so fully met my idea of what a text-book should be. (*Feb. 2, 1886.*)

Clara Conway, *Prin. Clara Conway Inst., Memphis, Tenn.*: It is unquestionably superior to any text-book of which I know. In the hands of the skilful teacher it will be a tremendous power; in the hands of the unskilled, it must be the best helper among historical books towards knowledge, discipline, mental strength, and culture. (*Jan. 9, 1886.*)

Jennie I. Ware, *Teacher in charge of History, Worcester High School, Mass.*: To me, its advantages over other general histories consist in the selection of the most helpful illustrations, the translations given from original sources, and the questions in the "studies," capable of producing some individual thought in the pupil. (*Jan. 8, 1886.*)

Mary E. Whipple, *Teacher of History in the Worcester High School, Mass.*: The questions are just the ones to produce thought in the mind of the pupil, and are so definitely and clearly stated as to receive the desired answers. I have not the least doubt as to the practical working of the book, and should heartily commend its use in high schools and academies. (*Dec. 15, 1885.*)

Helen M. Parkhurst, *Teacher of History, Worcester High School, Mass.*: The questions necessitate thought and reasoning on the part of the pupil, and

are admirably fitted to effect that object. I see no reason why it should not succeed perfectly as a regular text-book. I think the work cannot be too highly commended.
(Dec. 15, 1885.)

Mary A. Brigham, *Brooklyn Heights Seminary*: I consider it the most valuable history that I have ever used. It will be made one of the regular text-books of the school.
(June 16, 1886.)

Harriet J. Brown, *Teacher of History, The Misses Masters' School, Dobbs Ferry, N.Y.*: The dullest girls in the class are waking up. The brightest girls are proud beyond measure because every lesson seems to be an achievement of their own. They have made discoveries. The result, so far as I am concerned, is, that I never before felt so much enthusiasm in teaching history, although I have always been fond of the subject.
(Oct. 1, 1885.)

G. H. Davis, *Bayshore, L.I.*: I find it true that the book is a carefully chosen historical library. The pupils delight in studying it.
(Feb. 13, 1886.)

Miss C. Rounds, *Private School, Brooklyn, N.Y.*: I like the history very much, and my pupils are enthusiastic about it.
(June 16, 1886.)

Jas. MacAlister, *Supt. of Schools, Philadelphia, Pa.*: It invites attention from every school that is desirous of making history a study of living interest, a means of liberal culture, and a discipline for the mind, which no other subject possesses in a larger degree. It will be found especially valuable in normal schools.
(May 6, 1886.)

Henry A. Wise, *Supt. of Public Instruction, Baltimore*: I consider it an excellent historical manual. Its method is based on correct principles.
(April 20, 1886.)

A. J. Clark, *Supt. of Schools, San Francisco, Cal.*: I have closely examined the work, and consider it the best that I have seen.
(April 24, 1886.)

H. S. Tarbell, *Supt. of Schools, Providence, R.I.*: I find it to be a remarkably original, able, and suggestive book. It cannot fail to have great influence for good.
(May 10, 1886.)

Geo. A. Littlefield, *Supt. of Public Schools, Newport, R.I.*: It is a work which meets a great want, and which is evidently destined to a prosperous career.
(June 5, 1886.)

J. M. B. Sill, *Supt. of Schools, Detroit, Mich.*: I have looked it over sufficiently to become deeply interested in it. The plan is admirable, a decided improvement on the usual text-book in this branch of study.
(April 19, 1886.)

S. T. Dutton, *Supt. of Schools, New Haven, Conn.*: It suggests not only the right matter, but the proper method also.
(Jan. 28, 1886.)

Henry F. Harrington, *Supt. of Public Schools, New Bedford, Mass.*: I do not believe that a schoolbook has been published for many years possessing the remarkable merit which characterizes Sheldon's General History. Its method and arrangement are singularly original, and are as admirable as they are fresh and unique. And they derive their chief value from the evidence of an adequate scholarship doing its work with consummate sagacity and discrimination. No teacher, no student, who would appreciate the advantage to be derived from a singularly efficient helper towards a true understanding of the facts and philosophy of history, can afford to be without the book in question.
(June 18, 1886.)

Wm. Connell, *Supt. of Schools, Fall River, Mass.*: It presents the subject in

a new but normal light to the student. It introduces him to the original sources of history, and from this material he is furnished with the occasions to compare, to generalize, to differentiate, to form judgments, and to reach conclusions for himself. (June 16, 1886.)

A. P. Stone, *Supt. of Schools, Springfield, Mass.*: I regard it as an excellent work. In the revolution which is now taking place in teaching history, this book will be of great service in the schoolroom and to the general student of history. (June 15, 1886.)

E. H. Davis, *Supt. of Schools, Chelsea, Mass.*: It seems to me that you have one of the most attractive, as well as useful, volumes yet issued on this important subject. (April 29, 1886.)

J. H. Davis, *Supt. of Schools, Somerville, Mass.*: It cannot fail to promote thoughtful investigation, and to awaken and foster a deep interest in the study of history. (June 15, 1886.)

Wm. E. Hatch, *Supt. of Schools, Haverhill, Mass.*: It is built on the right plan. Were it in general use in our higher schools, I am confident that pupils would get more meat and less husk. (April 30, 1886.)

F. Kelsey, *Supt. of Schools, Nashua, N.H.*: It seems to me an admirable work, and I trust you will count me as one who "takes kindly" to this new way of studying history. (Jan. 28, 1886.)

S. A. Ellis, *Supt. of Schools, Rochester, N.Y.*: I cannot conceive how a text-book on the subject of history could be more original in its plan, or more admirable in its execution. If I am not mistaken, it will go far toward revolutionizing our methods of teaching history. (June 16, 1886.)

Edward Smith, *Supt. of Schools, Syracuse, N.Y.*: If any change should

be made in that subject in the high school, I should favor this book. (April 21, 1886.)

M. W. Scott, *Supt. of Schools, Binghamton, N.Y.*: Our teachers in history who have examined it speak highly of its merits as a text-book. (June 10, 1886.)

M. J. Michael, *Supt. of Schools, Rome, N.Y.*: Its plan of study is admirable, and shows the work of a master-mind in the art of teaching. (June 18, 1886.)

John Miller, *Supt. of Public Schools, Newburgh, N.Y.*: I hope we may adopt it. (April 29, 1886.)

A. W. Edson, *Supt. of Schools, Jersey City*: You are to be congratulated on the publication of so excellent a book. It must infuse new life into the study of history. (May 4, 1886.)

Wm. N. Barringer, *City Supt., Newark, N.J.*: I have examined it with care. I like the plan very much. It is well adapted to aid the research of the pupil. (June 15, 1886.)

Martin V. Bergen, *Supt. of Schools, Camden, N.J.*: Should any change be made, I should most certainly recommend it. (June 18, 1886.)

L. O. Foose, *Supt. of Schools, Harrisburg, Pa.*: It is fresh, unique, and suggestive, and will certainly awaken interest on the part of both pupil and teacher. (Jan. 9, 1886.)

H. S. Jones, *Supt. of Schools, Erie, Pa.*: It is a needed and valuable departure from the usual text-book style of historical study. (June 17, 1886.)

John Morrow, *Supt. of Public Schools, Allegheny, Pa.*: I consider it an

excellent book, and have no doubt of its popularity wherever used.
(*June 18, 1886.*)

D. S. Keith, *Supt. of Schools, Altoona, Pa.*: I am pleased with its arrangement, and think it well adapted to the wants of pupils.
(*Jan. 22, 1886.*)

H. R. Roth, *Supt. of City Schools, Meadville, Pa.*: So far as I am concerned, it shall have due attention when the time comes for the annual selection of texts.
(*Jan. 11, 1886.*)

R. M. Streeter, *Supt. of Schools, Titusville, Pa.*: I know of no better text-book for the subject.
(*June 17, 1886.*)

Charles F. Foster, *Supt. of Schools, Chester, Pa.*: I regard it better adapted to the accomplishment of the purpose for which it is designed in the outfit of the student than any other book of the kind which I have seen.
(*June 18, 1886.*)

Superintendent Public Schools, Norfolk, Va.: It is an admirable piece of work.
(*June 16, 1886.*)

Usher W. Cutts, *City Supt., Orange, N.Y.*: I thoroughly like the plan of the book. It seems to be the one best calculated to make pupils *real students* of history.
(*June 15, 1886.*)

L. H. Jones, *Supt. of Schools, Indianapolis*: It is an admirable book in plan and in execution. Having seen the author teach so successfully by this plan, I am now greatly gratified to see her work take such shape as to give to teachers of this subject the benefit of her methods.
(*April 20, 1886.*)

Wm. H. Wiley, *Supt. of Schools, Terre Haute, Ind.*: It is a first-class book.
(*April 29, 1886.*)

Jno. S. Irwin, *Supt. of Schools, Fort Wayne, Ind.*: Beyond any other we know

of, it furnishes the true basis for historical study.
(*Jan. 19, 1886.*)

E. A. Gastman, *Supt. of Schools, Decatur, Ill.*: We are much pleased with it. The plan is novel, and ought to awaken great interest on the part of the pupils.
(*May 14, 1886.*)

H. G. Winslow, *Supt. of Schools, Racine, Wis.*: It is certainly a very interesting and useful book, opening up, as it does, new methods and new views in the study of history.
(*April 19, 1886.*)

J. M. Greenwood, *Supt. of Instruction, Kansas City, Mo.*: It is without a peer.
(*Jan. 9, 1886.*)

W. F. Staton, *Supt. of Schools, Atlanta, Ga.*: I have placed it in the hands of the committee on text-books for examination with reference to its introduction into our schools.
(*April 20, 1886.*)

W. H. Baker, *Supt. of Schools, Savannah, Ga.*: If we make any change, I shall urge its introduction in our schools.
(*April 28, 1886.*)

Henry P. Archer, *Supt. of City Public Schools, Charleston, S.C.*: It is eminently practical, and is, in my opinion, a decided improvement on the text-books now in use.
(*April 26, 1886.*)

Rich. C. Meade, *Supt. of Schools, Atchison, Kan.*: I can say without hesitation that it is the best book of its kind that I have ever seen.
(*April 21, 1886.*)

D. C. Tillotson, *Supt. of Schools, Topeka, Kan.*: To find a text-book sparkling with good things for both pupil and teacher, and without one "dry" page, makes the soul of the teacher rejoice.
(*April 19, 1886.*)

E. Stanley, *Supt. of City Schools, Lawrence, Kan.*: I have given it a careful and critical examination, and am con-

vinced that it possesses many points of excellence. (June 17, 1886.)

W. S. Perry, *Supt. of Schools, Ann Arbor, Mich.*: No such matter as it contains is accessible to a majority of teachers of history in high schools, and to them it will be invaluable, as showing some of the sources of history, and as furnishing some of the material from which history is made. (April 24, 1886.)

I. N. Mitchell, *Supt. of Schools, Grand Rapids, Mich.*: I believe it to be the best working class-book, *i.e.*, *tool*, of which I have any knowledge. (April 22, 1886.)

S. G. Burkhead, *Supt. of Schools, Saginaw, Mich.*: It is indeed unique, and I believe would be eminently satisfactory. (April 19, 1886.)

Henry J. Robeson, *Supt. of Schools, Port Huron, Mich.*: It is undoubtedly the best work now in the market for high-school or academic pupils. (May 13, 1886.)

Henry N. French, *Supt. of Schools, Kalamazoo, Mich.*: I am delighted with its plan and scope. (June 18, 1886.)

J. B. Young, *Supt. of Schools, Davenport, Ia.*: The method of study that it suggests will not only foster a taste for reading, but lead to independent investigation. (April 19, 1886.)

James B. Bruner, *Supt. of Public Instruction, Omaha, Neb.*: It is, in many respects, the best text-book on the subject that I have ever examined. (June 18, 1886.)

E. B. Neely, *Supt. of Public Schools, St. Joseph, Mo.*: This book ought to inaugurate a new era in the study of history, and if I am not mistaken, it will prove to be the most popular work on the subject that has yet been published. (Jan. 20, 1886.)

C. B. Thomas, *Supt. of East Saginaw Public Schools, Mich.*: We like it. Its design and arrangement are unique, and exceedingly suggestive to both teacher and scholar. Probably no other text-book on history is so well fitted to invite and facilitate research, to *provoke* study and investigation, as this. Had we not recently put another into use, we would give it immediate place in our list of books. (June 18, 1886.)

Darius Steward, *Rochester, Minn.*: The publication of Sheldon's General History carries that department of school work a long step in advance. Teachers and pupils of the present will accept this plan of work with thanks, and those of the future, as a matter of course. (July 3, 1886.)

W. M. West, *Supt. of City Schools, Faribault, Minn.*: I like it very much. It seems to me that it must aid in developing the "historical imagination," in forming better habits of historical study, and in giving pupils (or teachers) truer ideas of the sources from which history is made. I intend that our schools shall use it next year. (April 25, 1886.)

L. F. Curtis, *Supt. of City Schools, San Jose, Cal.*: I am very much pleased with it. It is certainly a marked step in advance of the old methods in historical study,—“a new departure” which will be greatly appreciated by progressive teachers everywhere. (June 12, 1886.)

Kate W. T. Tupper, *City Superintendent of Schools, Portland, Ore.*: It gives me pleasure to express my hearty commendation of it. It has been on my desk the past six months and under daily examination. I shall hope for the pleasure of using it in class some time in the future, for I believe that the “historical sense” can be more satisfactorily developed by its use than by the use of any other school text I have ever seen. (June 22, 1886.)

H. R. Roth, *Supt. of City Schools, Meadville, Pa.*: The Manual makes your work on this subject the most desirable and complete I know. (June 22, 1886.)

A. H. Campbell, *Prin. State Normal School, Johnson, Vt.*: I find it a unique book. It gives an insight into the making of history as no other book of my acquaintance does. (March 17, 1886.)

A. C. Boyden, *State Normal School, Bridgewater, Mass.*: Anything that will drive the students away from the old memoriter form of history study is to be welcomed by teachers. I think this a step in the right direction. (June 14, 1886.)

Miss T. W. Lewis, *Teacher of History, State Normal School, Providence, R.I.*: I have examined it carefully, and it gives me pleasure to say that I think it promises better than anything else I have seen. Its plan is unique; yet it is wholly in accordance with the most rational methods of teaching.

It is adapted to stimulate thought to a wonderful degree, and to change the dry memorizing of details, so common in our secondary schools, into a broad philosophical consideration of causes and results, and of the onward march of civilizations. I can desire nothing better for our high schools, academies, and normal schools, than a general adoption of this book and a supply of teachers who can use it intelligently. I shall give it a trial in the class-room in September. (July 10, 1886.)

Samuel J. Sornberger, *State Normal School, Cortland, N.Y.*: I have been using it as supplementary to other matter in class-room work, and I find it of great value. (April 27, 1886.)

Miss S. M. Efner, *Teacher of History, State Normal School, Brockport, N.Y.*: The plan is original and practical. (April 26, 1886.)

D. C. Murphy, *Teacher of Historical Science, Central State Normal School, Lock Haven, Pa.*: I find it excellent and well adapted to class-work. (April 19, 1886.)

J. A. Cox, *Prin. of State Normal School, West Liberty, W.Va.*: I have no hesitancy in recommending it to all schools wishing an excellent text-book on general history. (April 19, 1886.)

E. E. Smith, *Prin. of State Normal School, Fayetteville, N.C.*: It is new, practical, and inspiring. I hope to have it adopted for classes in our school. (April 20, 1886.)

J. Ross Lee, *Prof. of General History, Normal University, Ada, Ohio*: I am convinced that it possesses many points of superiority. I anticipate its general introduction as a text-book. (June 17, 1886.)

Robt. M. Lusher, *Prin. of the late Peabody Normal Seminary, New Orleans, La.*: I am satisfied that all teachers of history will be delighted with it. (April 24, 1886.)

J. T. McCleary, *Teacher of History, State Normal School, Mankato, Minn.*: The book marks an era in the method of historical study in schools. (April 22, 1886.)

The more I examine the studies, the more I am impressed with the spirit of investigation which the studies almost impose upon the student. The classes which use the book as it is intended to be used, will be able to "weigh and consider" historical evidence. (June 24, 1886.)

C. W. G. Hyde, *Instructor in History, State Normal School, St. Cloud, Minn.*: I hail it as a most valuable aid in lifting history above the position of a mere memory study. It compels thought; and

if there be such a thing as a science of history, the earnest student cannot do otherwise than extract it from these "*Studies*." (April 24, 1886.)

J. H. Miller, *Campbell Normal Univ., Holton, Kan.*: I have seen no general history with so many good qualities. Its character is elevating; its order, natural. I consider it the best work of the kind published. (May 30, 1886.)

S. L. Maxson, *Prin. of Albion Academy and Normal Institute, Wis.*: I have examined it carefully, and am satisfied that it excels anything in that line of study I ever met with. We have given it a regular place in our list of studies, and shall try to make it a popular study, as it deserves. (June 12, 1886.)

Wm. Stryker, *Teacher of History in Kansas Normal Coll., Fort Scott, Kan.*: I find that it contains the most matter in the smallest space, and arranged in the best manner of any history I have ever seen. (Jan. 21, 1886.)

Nellie G. True, *Teacher of History, Waterville High School, Me.*: During the past quarter, I have used it for supplementary work in my classes with very profitable results. It is the most helpful and original general history I have ever seen. (April 26, 1886.)

M. H. Purrington, *Prin. of Kennebunk High School, Me.*: I have never seen a work on general history so well adapted to give a rational comprehension of the events and circumstances which make up history. The historic process is so vivid and entertaining that the work cannot fail to please as well as instruct. Nothing would give me greater pleasure than to adopt it in my school. (April 19, 1886.)

S. W. Landon, *Prin. of Burlington High School, Vt.*: The constant use of it

for some time as a reference book convinces me that it is one of the best helps to the study of history ever offered our schools. It is admirably designed to stimulate the pupil to work outside of the text-book, and with remarkable wisdom it directs him where to work. (May 8, 1886.)

S. C. Smith, *Master in English High School, Boston*: I can say I am very much pleased with it. I wish it could be introduced into our school, as it has "strong points" I have never seen in any other text-book on history. Any one who has had experience in teaching history will at once recognize familiar topics arranged in a new and helpful manner. The book possesses many excellences which readily appear to the experienced eye. (May 17, 1886.)

C. P. Townsend, *Worcester High School, Mass.*: It seems to me not only one of the best text-books I have ever seen, but also, from its arrangement, its illustrations, suggestive quotations from Greek authors, and its questions, obliging the student to think for himself, an interesting and inspiring book of history for the general reader.

D. W. Abercrombie, *Prin. of Worcester Academy*: Its method is undoubtedly the correct method in theory, and must have great value in practice. Its method is so undeniably correct that it shall have another close inspection with a view to its introduction into the academy. (June 16, 1886.)

W. W. Colburn, *Prin. of Springfield High School, Mass.*: It is, in my opinion, admirably arranged for a systematic and thorough study of history. (June 16, 1886.)

F. P. McGregor, *Prin. of Lawrence High School, Mass.*: It is, in my judgment, the best work on the subject now published. (June 17, 1886.)

Ray Greene Huling, *Prin. of New Bedford High School*: I regard the method as a great improvement on the common memorizing of text-books upon the subject. I like the book and wish it a wide success. (June 16, 1886.)

Mary E. Austin, *Teacher of History, New Bedford High School, Mass.*: I have heard Mr. H. F. Harrington, our superintendent, praise the book; and from only a hasty examination I should judge the book merited all the praise it had received, and much more. (July 6, 1886.)

L. Dame, *Prin. of Consolidated High School, Newburyport, Mass.*: Every one who is called upon to teach this subject has abundant reason to be extremely grateful to the author for this contribution to our list of text-books. It seems to me it must be extensively adopted in high schools throughout the country. (June 17, 1886.)

A. J. George, *Teacher of History, Brookline High School, Mass.*: I am glad to put myself on record as being in hearty accord with both the spirit and method of Sheldon's History. I confidently expect that the results of its use will be to *shelve forever* the "drum and trumpet" histories now so common in our schools. (June 17, 1886.)

Elizabeth C. Shepley, *Providence High School, R.I.*: It is by far the most enjoyable school-book on history which I have ever seen. (May 29, 1886.)

Miss E. M. Boyden, *Teacher of Ancient History, High School, Brooklyn, N.Y.*: Miss Sheldon has the true secret of making the subject of history both interesting and profitable. (April 17, 1886.)

Lucy M. Salmon, *Teacher of History, Free Academy, Rochester, N.Y.*: I think it will be of great service in giving

new ideas in regard to teaching history. (June 25, 1886.)

Wm. E. Mead, *Prin. of Troy High School, N.Y.*: Nothing with which I am acquainted illustrates more clearly the topical method than this text. (March 31, 1886.)

Emma E. Allerton, *Teacher of History, Poughkeepsie High School, N.Y.*: I think the plan quite novel and very philosophical. Undoubtedly the book can be made a success. I think Miss Sheldon has taken a step far in advance of our ordinary text-books of history. (April 20, 1886.)

Anna Nicholl, *Hackettstown, N.J.*: I like it better than any I have ever used or ever seen; I shall not be satisfied in future to use any other text-book. I take pleasure in giving my hearty approval of the book in all respects. (June 15, 1886.)

Miss E. R. Haxton, *Teacher of History, High School, Meadville, Pa.*: It is a very fine history; indeed, by far the best of its kind that I have seen, embodying, as it does, the newest methods of teaching that subject. I hope that I may have the pleasure of using it in my classes. (Jan. 25, 1886.)

W. Howard Falkner, *Teacher of History, Rugby Academy, Philadelphia, Pa.*: It is in all respects an excellent work, accurate, concise, and admirably adapted for a text-book. (March 23, 1886.)

Agnes Irwin, *Prin. of Private School, Philadelphia*: I think the plan admirable, and the book excellent. It will be of great use to most teachers, and a help to all. (June 16, 1886.)

A. J. Robinson, *Instructor in History, Baltimore City Coll., Md.*: I have used the book to some extent in my classes

here, and find it to be all that is claimed for it. The method of treatment is better than that of any text-book in history published in this country that I have seen. (June 15, 1886.)

William F. Fox, *Prin. of Richmond High School, Va.*: I like the plan of the book, and think it well calculated to stimulate study and investigation, and to lead the pupils to grasp the important facts and to form independent judgments. (May 3, 1886.)

Theston H. Johnston, *Teacher of History, High School, Cleveland, O.*: It is suggestive for the pupil and helpful for the instructor, but each must be a student to gather all the good which the author has made available. (June 19, 1886.)

Mabel Cronise, *Teacher of History, Toledo High School, O.*: It is a very valuable work, clear, concise, and yet with no important subject omitted. (Feb. 9, 1886.)

C. F. Lane, *Prin. of Ft. Wayne High School, Ind.*: It seems to me fully to sustain the promise of the advance sheets. We shall start in this study a class of about forty, some time in April, or perhaps earlier. (Jan. 28, 1886.)

J. C. Black, *Prin. of Logansport, High School, Ind.*: Am well pleased with it. It is constructed on the right principle. (April 29, 1886.)

Mrs. M. E. Gettemy, *Prin. of High School, Galesburg, Ill.*: I believe that this book will do more towards producing this result than any heretofore placed in the schoolroom. It must stimulate to thought, and that which stimulates to thought must awaken interest. I look for a revolution in the method of teaching history. (May 1, 1886.)

Cora W. Blodgett, *Teacher of History, St. Paul High School, Minn.*: I have been using it in supplementary work, and am very much pleased with it. It carries out completely the method which I am using. As suggesting additional lines of study and of thought, it is of great value. I like the questions, the illustrations, and the extracts especially. (April 28, 1886.)

J. H. Lewis, *Prin. of Hastings High School, Minn.*: I think that I shall use it next year. (June 20, 1886.)

Mina B. Selby, *Teacher of History, Iowa City High School, Ia.*: It supplies a need which I have always felt in teaching history. The illustrations and the quotations from all important historical documents are well calculated to arouse interest and fix attention. (June 22, 1886.)

Helen E. Morton, *Teacher of History, Tabor High School, Ia.*: I have been using it for some two weeks in a very small class in "philosophy of history." I am pleased with the work done and the interest inspired. (April 26, 1886.)

Almira Hayes, *Teacher of History, Kansas City High School, Mo.*: No words of mine can convey to you my appreciation of it. It is so unlike other general histories! New life and interest are given to old matter. I have been educating myself in its spirit. I am sure that it must make students of history, and develop a searching criticism of statements, and power to connect cause with result, as no history I have seen can do. (April 21, 1886.)

Villa B. Shippey, *Teacher of History, Omaha High School, Neb.*: I have been using it as a guide in my work since the first pages were published. Miss Sheldon places history, as it should be, among the disciplinary subjects. I hope

the time will soon come, that we may devote more time to history, and that this book will be in the hands of the pupils. I can heartily endorse all that has been said in favor of the work, (May 17, 1886.)

Belle Macormic, *Teacher of History, Nebraska City High School*: I find it to be very practical. It is the best text-book of history I have seen. I hope to have the class use it next year. (April 19, 1886.)

Kate Elliott, *Assist. Teacher, Girls' High School, San Francisco, Cal.*: I regard it as one of the greatest aids in the study of history. It is full of suggestion, and I cannot but feel that the study carried forward on the plan proposed in this book will be both profitable and pleasant to the pupil. (June 22, 1886.)

Fred H. Clark, *Prin. of Los Angeles High School, Cal.*: It is one of the most perfect guide-books for study that it has ever been my fortune to examine.

Journal of Education, London, Eng.: Taken altogether, these studies suggest the contents of a lecturer's note-book, and, if they are so, Miss Sheldon's lectures must have been of first-rate quality.

The Critic, New York: We do not know any text-book in history designed so skilfully to make the scholars think.

N. E. Journal of Education: We heartily commend this work to teachers, school and college officers, believing that a careful examination of its plan and methods of teaching and studying general history will lead to its adoption.

New York School Journal: The Student's Manual showed that the author knows the true method of historical teaching more thoroughly than any teacher who has written on this subject in this country.

Education, Boston: It is warmly commended by critics as of great value in the class-room.

Studies in Greek and Roman History;

Or, *Studies in General History*, from 1000 B.C. to 476 A.D. By MARY D. SHELDON, recently Professor of History in Wellesley College. 5½ by 7½ inches. Cloth. xvi + 250 pages. Price by mail, \$1.10; Introduction price, \$1.00.

AT the request of several teachers in leading city high schools, we shall bind separately those portions of "Sheldon's Studies in General History" and of the "Teacher's Manual" which relate to Greece and Rome, including the small amount of prefatory Ancient History. These portions will make works respectively of 250 and 75 pages, and will meet the needs of students preparing for college, of schools in which Ancient History takes the place of General History, and of students who have used an ordinary manual, and wish to make a spirited and helpful review.

Opinions of Superintendents, Professors, and Teachers, who have carefully examined the book:—

Henry Raab, *State Supt. of Public Instruction, Springfield, Ill.*: I have no hesitancy in saying that both method and material presented in the work *incite* the student to further study,—a feature every good book ought to possess. I consider the work a valuable addition to our educational literature. (Aug. 19, 1886.)

A. L. Chapin, *Pres. Beloit Coll., Beloit, Wis.*: I hope the book will help to bring forward better teachers and to lead on interest in historical study in all our schools. (July 1, 1886.)

William P. Holcomb, *Swarthmore Coll., Pa.*: I am highly pleased with it. It is the most suggestive text-book for teachers that I know of; and for students, it is the one best adapted to make them think and observe, and to break up the pernicious habit of merely memorizing facts. (Sept. 14, 1886.)

E. C. Winslow, *Prof. of History, Wabash Coll., Crawfordsville, Ind.*: I am exceedingly pleased with Sheldon's History, but, under present arrangements, I cannot use any text-book at first. I shall recommend Sheldon's, and use it for reference all I can; but the instruction will have to be by lectures and the "laboratory method" chiefly. Were I to introduce any General History, there would be no hesitation as to what I should take. (April 20, 1887.)

Rev. E. F. Bartholomew, *Pres. Carthage Coll., Carthage, Ill.*: The plan and the method commend themselves to me. I think very favorably of the seminary method of teaching history. It must supplant the old method; and the text-book based on this plan is in the line of progress, and is sure to gain success. (Feb. 21, 1887.)

N. M. Wheeler, *Prof. of History, Univ. of Southern California, Los Angeles*: In the hands of a capable teacher, it ought to effect a revolution wherever introduced. Others cannot do worse with it than they now do, and may catch the true spirit of investigation and rational study in spite of themselves.

Miss M. Porter, *Eminence Coll., Ky.*: It is the best text-book on any subject that I am familiar with. It is helpful in teaching everything, and has already been suggestive in my other work. (Oct. 13, 1886.)

Theo. B. Noss, *Prin. State Normal School, California, Pa.*: The plan is well adapted to awaken the true spirit in the study of history. The method of furnishing *data*, from which the student can, in a sense, *make his own history*, is as useful as it is novel. (Jan. 15, 1887.)

G. S. Albee, *Pres. of State Normal School, Oshkosh, Wis.*: I have examined the book very carefully, and am so much pleased with it that it has been forwarded to our teacher of history with suggestion that it be used in next class. It is one of the first books published in any branch which teaches the student a method of study by its plan instead of by cheap formal directions. No student can complete this work without clearly perceiving the broad distinction between the reading and the study of a work. (Aug. 9, 1886.)

J. DuShane, *Supt. of Schools, South Bend, Ind.*: I have but words of praise for Sheldon's History. It is on the right plan and in the right spirit. I shall recommend that it be introduced into our schools as soon as practicable. (Jan. 12, 1887.)

Sanford L. Cutler, *Prin. Lawrence Academy, Groton, Mass.*: Classes that use it will have no temptation, and, in fact, no opportunity to indulge in the parrot-like committing to memory which too often takes the place of real study. The book, it seems to me, must add a new interest to the study of history, and will demand and well repay the best efforts of both teacher and pupil. (Jan. 8, 1887.)

C. B. Roote, *Associate Prin., Greenwich Academy, Greenwich, Conn.*: In my judgment the book stands alone. It is impossible to compare it with other text-books of history: contrast rather than comparison is the word that comes to mind. Although I may not benefit the book by pronouncing it the best, yet I feel that I must say that, if anything. I am certain that an honest teacher of history, with no special training in that branch and with few books to consult, would find this book suggestive and stimulating in the highest degree; and instead of its proving over-difficult to handle even with an average class, it would be found, if used with thought, an actual saving of labor. (Jan. 7, 1887.)

Lucy G. Crocker, *Yonkers, N.Y.*: I find it a most admirable work, and feel that it will make what has always been one of my great pleasures,—the teaching of history,—more of a pleasure and profit than hitherto. The method, in its whole, is not unlike that pursued by teachers to a certain extent; but to have so full a scheme spread out and prepared facilitates class-work, and simplifies, in a most judicious manner, the work of both teacher and pupil. (Sept. 8, 1886.)

W. C. Stone, *Prin. Oswego Falls Union School, N.Y.*: I expected to find Miss Sheldon's History the best text-book on general history published; my expectations are fully realized.

She has succeeded in applying Pestalozzian principles to the study of history. No other author does this. I am more than ever convinced that hers is the only true method of studying history, and am applying her method as far as I can in teaching United States history. (Jan. 19, 1887.)

Frank W. Whitney, *Prin. Chicopee High School, Chicopee, Mass.*: It comes the nearest to being an ideal text-book in history of any that I have examined. Any word that can be said in favor of the "inductive method" of teaching is a recommendation to the book. I am free to say that I am pleased with it. I should like to have it used in our High School. (Aug. 24, 1886.)

Harriet R. Chase, *Young Ladies' School, Providence, R.I.*: It is the best we have yet seen. (Oct. 14, 1886.)

Francis N. Thorpe, *Prof. of History, Normal Training School, Philadelphia*: I am persuaded that, in scope, method, and spirit, it is not surpassed by any of the other general histories extensively used in fitting-schools and in college classes.

I like Sheldon's use of authorities; the quotations from such, and the brief presentation of some material out of which books are made, is in conformity to the demands of the present study of history. (Jan. 7, 1887.)

Miss Amelia P. Butler, *Lexington, Ky.*: I like it exceedingly; the method is excellent. It is just such a book as is needed in the South, where it is very hard to induce the young ladies to produce any original work, or do any real thinking. I have succeeded in introducing it into a small class of the older students. (March 19, 1887.)

C. H. Dye, *Prin. Franklin Academy, Neb.*: I think it admirably adapted to academic use. (Feb. 14, 1887.)

Charles N. Peak, *Prin. High School, Aurora, Ind.*: All teachers are agreed that the study and teaching of history should be greatly improved. From a careful examination of Sheldon's History, I am led to believe that it is a step in the right direction. When we begin our classes in General History next year, I shall carefully consider Sheldon's before adopting any. (*Jan. 10, 1887.*)

M. D. Hornbeck, *Pres. Wesleyan Seminary, Danville, Ill.*: The author seems to understand the whole field of Outline History, and has exhibited rare judgment in the selection of her topics. This text, properly used, must qualify students in General History better than any other in use up to the present. I have not introduced the book yet, but shall do so next year. (*Feb. 24, 1887.*)

R. H. Halsey, *Prin. of High School, Oshkosh, Wis.*: With such a text-book, the pupil has a responsibility thrust upon him, and is stimulated to meet

that responsibility and do independent work in a way that no amount of "cut and dried" history could ever induce. I shall greatly mistake if this book does not perform a valuable service in enlivening the teaching of general history in our high schools and academies. (*Aug. 16, 1886.*)

William L. Weber, *Prin. Brownsville District High School, Dancville, Tenn.*: The more I look into this volume the more I like it, especially the feature of making the pupil depend on himself. This method furnishes the straw, but expects the pupil to make his own bricks. Its introduction into any school will, I am sure, raise the standard of history teaching. As soon as I am able to change text-books, I shall be glad to use it.

T. D. Finch, *Red Bank, N. J.*: I am quite delighted with Sheldon's History. It cannot fail to make history more interesting and more practical. (*Oct. 13, 1886.*)

PRESS NOTICES.

Prof. J. H. Allen, in *Unitarian Review, Boston*: There is no effort after literary style or continuous narrative, but a wealth of suggestion and illustration very extraordinary in a text-book. The illustrations include extracts from literary and other movements of almost all sorts and periods, as well as maps and pictures, showing such skill in selection and execution as to give the book a high value for those who do not easily get at libraries or museums of art. An introductory epistle "to the student" explains the author's method, by showing how an original investigator would actually set about the explanation of the things that make up the history of England; and this method is carried out, in brief, through the volume in the form of sum-

maries and tabular views of institutions and famous names, with very numerous extracts, such as we have indicated. Thus, in an incredibly brief space, the characteristic features of a race or period are made to stand out in clear relief,—ranging from the Egypt of Cheops to the Italy of Victor Emmanuel and the socialism of Lassalle. The method is reinforced by numerous well-selected questions, and the volume closes with an excellent index. The vexed question how to spell Greek and other foreign names is sensibly decided by giving them in their most familiar English forms. (*March, 1887.*)

The Nation: It is upon a wholly novel and original plan,—one which, if

well carried out in detail and faithfully followed by the teacher, must produce admirable results. The "studies" are real *studies*, not *lessons*. As a whole, the material is selected with admirable judgment; and even where we have been at first inclined to question the wisdom of the selection, we have, on further examination, generally found that the author was in the right. (*Aug. 19, 1886.*)

The N.Y. Evening Post: To lay out such a sketch of the essential in history is not an easy task, especially for the modern period; but Miss Sheldon has accomplished it with much skill and good judgment; and, by keeping carefully to her plan, has succeeded in embracing in a moderate-sized volume a complete view of the course of history, from the early Egyptian Empire to the present day. (*Aug. 23, 1886.*)

TEACHER'S MANUAL, TO ACCOMPANY SHELDON'S GENERAL HISTORY.

S. W. Jour. of Ed.: We commend it highly. It is especially adapted as a guide to accompany the use of that excellent text-book, Sheldon's General History. It may be profitably used by the teacher in connection with any text-book. It is of great value to the teacher who teaches by topics, and permits the pupils to use a variety of books. The competent teacher who uses this book, understands the spirit of its suggestions, and follows its directions intelligently, cannot fail to impart to his pupils much valuable information, inspire them to diligent research, and draw from them intelligent recitations. (*October, 1886.*)

The Critic, New York: The preface is in itself an earnest that the book will be what we indeed find it to be: an original, concise, and suggestive manual for teachers given to that best method of teaching which consists, not in telling pupils facts, but in eliciting facts and thoughts from the pupils.

Correspondence Univ. Jour., Chicago, Ill.: It is full of excellent suggestions for teaching history, and has valuable tabular forms by which memory may be aided and the study of history simplified. As illustrations of the "seminary" method of teaching history, these

volumes are valuable contributions to our modern text-book literature.

Wisconsin Jour. of Ed.: With the accompanying manual, now accessible to teachers, the work is not so difficult as might be supposed, and its fruits are very satisfactory. (*November, 1886.*)

Zion's Herald, Boston: It will require thought and careful preparation on the part of the teacher, and this, we are happy to know, is the demand of the hour in our higher schools and seminaries. (*Aug. 11, 1887.*)

N. Y. School Journal: The advantages of this method are, saving the tedium of the tread-mill and bringing the student day by day into living sympathy with thoughts, events, and feelings. All that was said in commendation of the former book, we repeat in reference to this. Teachers who thoroughly understand and faithfully follow this book, will produce far better results than is possible under the tread-mill method of olden times.

The Independent, N.Y.: In the hands of a good teacher no method could be more stimulating. (*Sept. 2, 1885.*)

The Teacher, Philadelphia, Pa.: In a recent number of *The Teacher*, we called attention to the remarkable merits of Miss Sheldon's work on General History,—to its peculiar method of treatment, its originality, its catholicity, its singular *value*, in fact; and now we desire to notice this Teacher's Manual of the Studies. The first work contains the problems of history and the material needed to answer them; the latter work contains the answers to these problems, embodied in tabulations, and a running commentary of text. We cannot speak too highly of the plan of the work, nor of its execution. The author has shown considerable ingenuity in her selection of material and admirable historical judgment, the selections from the writings of the ancients being particularly appropriate. (Aug. 2, 1886.)

Intelligence, Chicago, Ill.: Upon the appearance of the Studies, we commended the book highly as being out of the usual line and making conspicuous an unusual phase of historical study. (Sept. 25, 1886.)

Normal Register, Salina, Kan.: The student is made to reason just as he would in the study of mathematics. He remembers facts just as he would remember algebraic formulæ. If he for-

gets them, he is able to derive them again. This book will make the study of history a pleasure to thousands who have heretofore had an apathy for it.

Literary World, London, Eng.: Taken together the two books, though compiled principally for use in American schools, furnish a good course of history, ancient and modern, for general use. (Aug. 6, 1886.)

Christian Union, N. Y.: We spoke with high commendation not long ago of Sheldon's Studies in General History. The author has now put forth a volume intended to accompany the use of that excellent work as a Teacher's Manual. Both books follow the German so-called "seminary" method, and aim to compel students to do original work with original material. (July 8, 1886.)

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